

DOCUMENT RESUME

ED 453 585

EA 031 025

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TITLE Wisconsin Charter Schools, 2000.

INSTITUTION Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE 2000-00-00

NOTE 89p.

AVAILABLE FROM Education Options Team, Wisconsin Department of Public Instruction, P.O. Box 7841, Madison, WI 53707-7841 (Bulletin No. 011.32). Tel: 800-441-4563 (Toll Free).

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS *Accountability; *Charter Schools; Elementary Secondary Education; *Financial Support; Governance; Government Publications; *Institutional Autonomy; Legal Responsibility; *Nontraditional Education; Organizational Objectives; *Teacher Education

ABSTRACT

This report consists of a state summary of Wisconsin charter schools, a description of each charter school in operation, a description of charter schools opened in 2000, and appendixes listing teaching requirements for charter schools, Wisconsin Charter School law, and the chartering authority for each charter school. The state summary includes a history of the charter school program; a definition of the state sponsorship by school boards; and other chartering authorities (the Common Council of Milwaukee, the Milwaukee Area Technical College, and the University of Wisconsin-Milwaukee); a description of the legal status of Wisconsin charter schools; a description of what charter schools can and cannot do, including licensure of teachers, non-discrimination, accessibility to all students, attendance requirements, and federal grants; the organization and governance of charter schools; differences in teaching requirements; sources of funding; and accountability requirements, since charter schools are exempt from many traditional state and local rules and regulations. (DFR)



ED 453 585

Wisconsin Charter Schools

2000

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WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Wisconsin Charter Schools

2000

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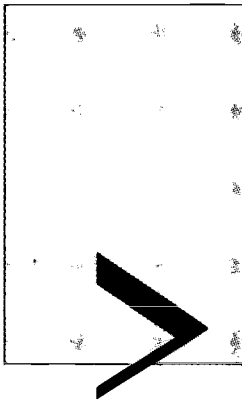
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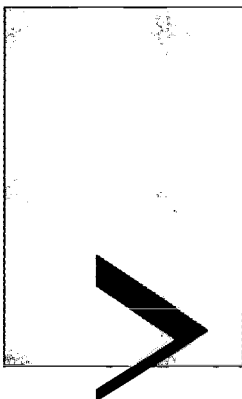
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Foreword

This publication includes the most complete and up-to-date information about charter schools in Wisconsin. It is provided in the spirit of the dictate of the U.S. Department of Education that each state educational agency receiving charter school grant funds "will disseminate best or promising practices of charter schools to each local educational agency in the state." More than that, the material will be informative and of interest to legislators, the general public, and persons in other states who are interested in charter schools.

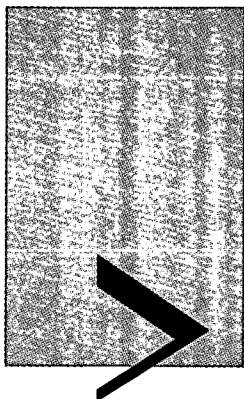
These innovative charter schools are the result of imagination, creativity, goodwill, and hard work on the part of teachers and school board members who have listened carefully to the needs and wishes of parents or guardians. The result is public schools that are open to all students but freed from most state regulations so that they may try varied approaches designed to yield measurable student outcomes. The success of these approaches may stimulate change and innovation in public schools in general. Charter schools also give parents or guardians and students one more educational opportunity.

The U.S. Department of Education has provided the Department of Public Instruction with funds through the Public Charter Schools Program. The DPI has forwarded a full 95 percent of that money in subgrants to charter school planning communities and in start-up funds to operational charter schools, clearly enabling and encouraging much of the progress that has occurred.

I remain committed to seeing the number and nature of charter schools in Wisconsin grow, and I am committed to helping these innovative schools continue to meet these significant and important goals.

John T. Benson
State Superintendent





Introduction

Charter School \chär-tər skül\ n : A public school that: (1) in accordance with an enabling state statute is exempt from significant state or local rules; (2) is created by a developer as a public school; (3) provides a program of elementary or secondary education, or both; (4) is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (5) does not charge tuition; (6) complies with federal law; (7) admits students on the basis of a lottery if more students apply for admission than can be accommodated; (8) agrees to comply with the same federal and state audit requirements as other elementary and secondary schools in the state; (9) meets all applicable federal, state and local health and safety requirements; and (10) operates in accordance with state law.

Charter schools are public, nonsectarian schools created through a businesslike contract or "charter" between the operators and the sponsoring school board or other chartering authority. The Wisconsin charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability for results. The charter defines the missions and methods of the charter school; the chartering authority holds the school accountable to its charter. The charter school motto is *Autonomy for accountability*.

Wisconsin established charter schools to foster an environment of creativity. Charter schools are, in essence, living laboratories that influence the larger public school system and introduce an element of competition within that system. Charter schools are created with the best elements of regular public schools in mind. Charter school leaders may experiment with different instructional theories, site-based management techniques, and other innovations. They learn, sometimes by trial and error, what works best for their student population. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience "growing pains." Through this process, the entire public school system is continually challenged to improve itself.

Wisconsin also wants each charter school to meet the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education. Some charter schools offer a choice to parents and students in the

area of curriculum, teaching methodology, and classroom structure. Others work feverishly to keep that small population of at-risk students from falling through the cracks, offering counseling and lots of personal attention and support. In districts with charter schools, the community, school boards, and parents have identified their public education needs and established charters that meet them.

Again, charter schools are largely independent public schools. They are freed from what they see as mostly burdensome regulations in exchange for greater accountability for results.

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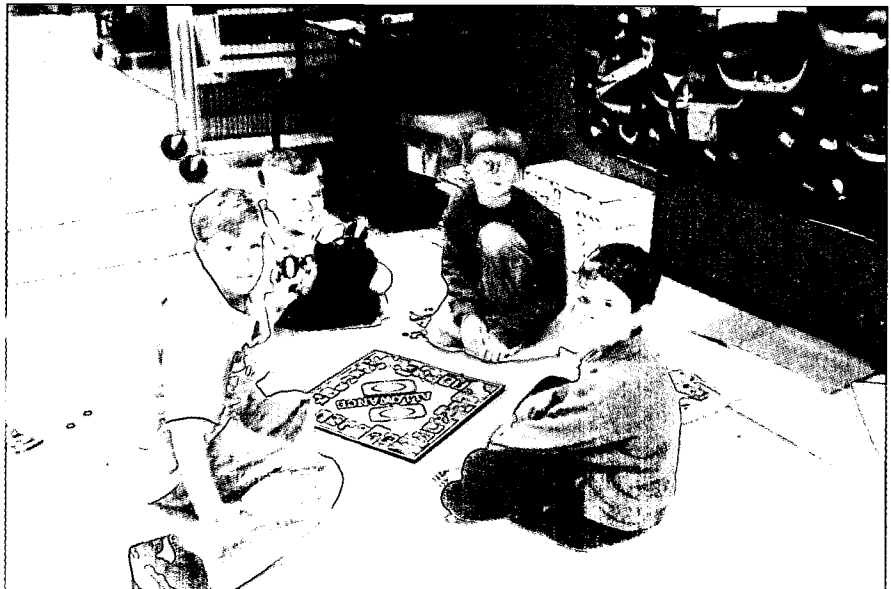
Wisconsin Charter Schools State Summary

History
Sponsorship
Legal Status
What Charter Schools Can and Cannot Do
Organization and Governance
Teaching Requirements
Funding
Accountability

History

Wisconsin's charter school program was established in 1993 to encourage innovation in school organization and instruction. The initiative received bipartisan support, and it initially authorized 10 school districts to each establish up to 2 charter schools or a total of 20 statewide. Thirteen charter schools were created under this original law.

In 1995, revisions to that first charter school law gave chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools. In 1997, the state legislature made another revision to the law. This revision gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin-Milwaukee (UWM), to the



Milwaukee Area Technical College (MATC), and to the Common Council of the City of Milwaukee.

In the 1998 budget adjustment session, the state legislature made additional changes to the law, allowing for a school district to contract with a cooperative educational service agency (CESA) to operate a charter school as long as it is located within the CESA. Another change requires that a school board receiving a petition to establish a charter school or to convert a nonsectarian private school to a charter school must hold a public hearing on the matter and must consider the fiscal impact of the establishment of the charter. A final change requires the school district in which a charter school is located to determine whether or not the charter school is an instrumentality of the school district. (Instrumentality is defined in the section entitled Legal Status.)

Because additional revisions to the law have been proposed, the reader is urged to review the final agreement and note any changes.

Sponsorship

School boards in Wisconsin can create charter schools. As noted earlier, in Milwaukee the Common Council, UWM, and MATC also have chartering authority. Each may establish, sponsor, and operate an unlimited number of charter schools. The chartering entity also reviews submitted petitions and reserves complete discretion in granting or denying a petition. The chartering entity must give preference to an applicant who would establish a charter school to serve an at-risk student population. No state appeals process exists for denied petitions; in Milwaukee, denied petitioners may appeal to the Department of Public Instruction (DPI).

The legislature is considering a proposal to extend this appeals process statewide, so the reader should consult the law after a final budget agreement is reached.

Legal Status

In school districts, the school board may determine whether or not the charter school is an instrumentality of the school district in which it is located. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines the charter school is not an instrumentality, the personnel are considered employees of the charter school.

While some charter schools are identified as an instrumentality of the district, the word *instrumentality* is not defined in the charter school law and has had limited use in Wisconsin. The word has been used to denote the concept of alter ego or subsidiary and was initially included in the charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. *Instrumentality* as used in the retirement law defines the employer, making it clear that the employing school district is the entity responsible for worker's compensation, insurance, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

A charter school in Milwaukee that receives its charter from the Common Council, UWM, or MATC is not an instrumentality of the Milwaukee Public Schools, and the school board may not employ any personnel for the charter school. However, if one of these chartering entities contracts with an individual or group operating for profit to operate the school, then that charter school is an instrumentality of the Milwaukee Public

Schools; the board of education will then employ all personnel for the charter school.

What Charter Schools Can and Cannot Do

Charter schools in Wisconsin are exempt from most state requirements regarding public education. However, teachers in charter schools must be licensed by the DPI. (See Appendix A, Teaching Requirements for Charter Schools.) Also, students in charter schools may be counted for membership in the local school district. State law provides that the charter or contract under which the school operates may be for any term not exceeding five years and may be renewed for one or more terms, again not exceeding five years. This law also stipulates that the charter must describe the methods the school will use to enable pupils to attain the general educational goals listed in § 118.01, Stats. Health and safety requirements, of course, apply to charter schools as well as to all Wisconsin public schools.

Charter schools are not exempt from federal laws governing education or civil rights policies, nor are they exempt from local school board policies unless negotiated in district contracts. This last provision does not pertain to noninstrumentality charter schools.

A charter school cannot charge tuition and must be equally accessible to all students in the school district. Preference in admission must be given to students living within the attendance area of an existing school that is converted to a charter school. Nonresident students may be admitted to charter schools under the Wisconsin public school open enrollment program.

Charter schools may not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The charter school contract must clearly spell out how the school will achieve a racial and ethnic balance among its pupils that reflects the balance in the school district as a whole.

Attendance at a charter school must be voluntary, and the district must provide alternative public education for pupils who do not wish to attend the charter school or who are not admitted to the charter school. This provision also applies should a school board enter into a contract that would result in the conversion of all the public schools in the district to charter schools.

Charter schools receiving federal grant funds are subject to the Non-regulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. This guidance clearly spells out admission and lottery requirements.

Organization and Governance

Charter schools are free to be creative in setting up their administration and governance structures, so long as parental involvement is demonstrated. Many charter schools break from traditional management models by establishing decision-making boards that include school staff, parents, and area employers. Others have parent and teacher committees that address school needs, such as fundraising and the budget. Others include student representatives in their governing bodies.

Parental involvement and participation are hallmarks of charter schools. While many parents readily volunteer, parental service may not be made a condition of pupil admission.

In many school-within-a-school charters, the administrative structures are similar to traditional public school administrations because districts share resources such as transportation, food service, accounting and payroll, libraries, special education programs, and special classes like art, music, and physical education.

Teaching Requirements

Generally, the DPI licenses teachers in specific subject areas and at specific grade levels. To give charter schools more flexibility in their staffing, the DPI has created a charter school teaching license to allow licensed teachers to teach any subject or any grade in the charter school. Charter schools can also employ other professionals who are not trained as teachers by using a DPI-issued charter school teaching permit. Applicants for the charter school teaching permit must have either a bachelor's degree in the subject area to be taught or in a related field or formal proof of mastery in the trade they are assigned to teach. Permit holders must be supervised by a fully licensed teacher.

The chief administrator of the chartering authority may request that a charter school teaching permit be granted to an individual hired to perform instructional duties if a search for a qualified, licensed individual is unsuccessful. The charter school teaching permit is valid for one year and can be renewed if the applicant completes six credits in an approved teacher education program. For additional information on charter school teacher licensure, please see the Wisconsin Administrative Code in Appendix A or call Teacher Education and Licensing at the DPI.

Teachers in regular public schools are normally members of the teachers union and are afforded the rights and privileges of the master contract, including enrollment in the Wisconsin Retirement System. The same is true for staff members of a charter school that is formed by and is an instrumentality of the school district.

The staff members of noninstrumentality charter schools, as noted, are not employees of the school district or chartering authority. Thus, they are not eligible to participate in the Wisconsin Retirement System and are not members of the local teachers union.

Funding

Approximately two-thirds of the money that funds K-12 education in Wisconsin comes from state funds raised primarily through state income and sales taxes. The remaining one-third comes from other sources, including property taxes, federal aid, and local fees.

In schools chartered by a school district, the contract or charter determines the amount of funding. In some cases, the district's per-pupil expenditure follows the student as he or she moves from a regular public school to a charter school. In other cases, the charter school functions with less money. This is made possible by locating the charter school within an existing district facility, sharing management costs with the school district, and participating in district services such as transportation, operation, co-curricular activities, psychological services, and food service. The school district counts charter school students on its regular "average daily membership" count for state aid purposes.

In schools chartered by the City of Milwaukee, UWM, or MATC, the amount of funding is determined by state law. Specifically, the law provides that state aid in the amount of the previous year's shared cost per

member will be deducted from state aid to the Milwaukee Public Schools and paid directly to the operator of the charter school. The total amount is based on the number of eligible students attending the charter school.

Several charter schools have received grants and gifts from community, state, and national organizations; foundations; businesses; and private individuals.

Public Charter Schools Program grants also help in the planning and implementation of charter schools in Wisconsin. Grant funds may be used for planning and implementation activities such as professional development, assessment strategies, curriculum development, investments in technology, and, in some cases, updating of facilities. Grants may generally be used to defray costs not covered by state and local funds, but they may not be used for regular ongoing operational costs of the charter school.

The Wisconsin DPI received a three-year Public Charter Schools Program grant from the U.S. Department of Education covering the period from October 1, 1996, through September 30, 1999. Total funds received in the state exceeded \$6.4 million during the three-year period. Ninety-five percent of those funds were immediately awarded in subgrants to charter school planning groups and in start-up funds to charter schools open to serve students. The grant has been reauthorized for the three-year period from October 1, 1999, through September 30, 2002, with the first-year funding authorization being \$4 million. Information regarding the grant program and application forms may be obtained by calling the charter school consultant at the DPI.

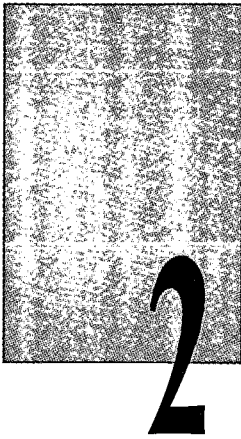
Wisconsin's public school districts are operating under strict revenue limits. Therefore, the more successful charter schools are those that have used the flexibility of teacher licensing and the relief from state regulation to operate as an "alternative delivery system," teaching district students without adding a significant number of new staff members.

Accountability

A charter school is a public school that is exempt from many traditional state and local rules and regulations, thus allowing greater flexibility. In exchange for this flexibility, charter schools are held accountable for the achievement of the high academic standards described in their charters. A charter school that fails to meet these standards risks being closed by its chartering agency, hence the motto of charter schools: Autonomy for accountability.

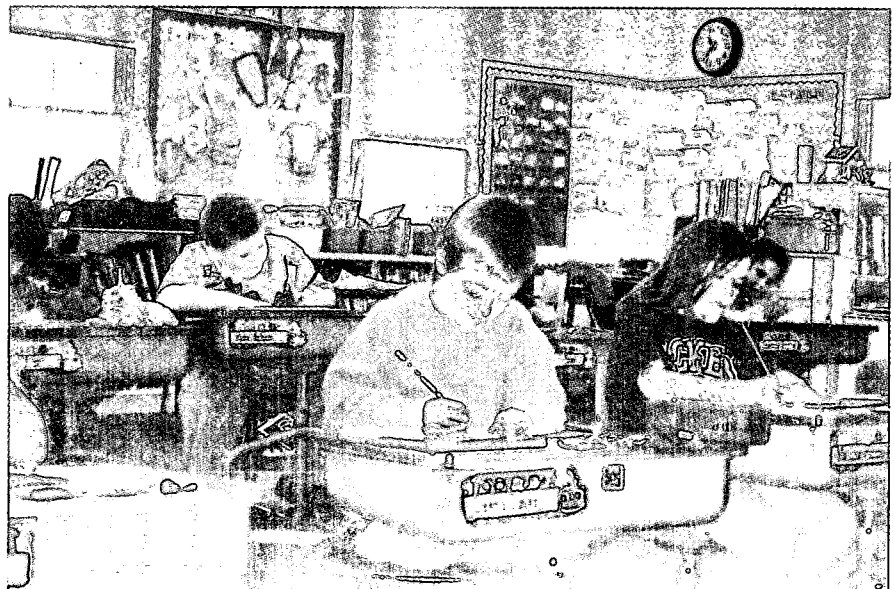
Pursuant to Wisconsin law, charters may be granted for any term not exceeding five school years and may be renewed for terms not exceeding five years. A charter may be revoked if the chartering entity finds that the charter school violated its contract or failed to comply with generally accepted accounting standards of fiscal management, or if enrolled pupils failed to make sufficient progress in attaining educational goals.

The best charter schools in Wisconsin and across the country balance clear educational goals and expectations with their unique styles and missions. These schools and their chartering entities draw up written agreements specifying the measurable pupil performance indicators they will use and what constitutes progress sufficient to renew the charter. These agreements call for regular reports to the developer and are in place prior to the time the school opens.



Wisconsin Charter Schools

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 Stevens Point
 Dane County Transition School, Sun Prairie/Madison
 Trevor Accelerated Program (TAP), Trevor
 Core Knowledge Charter School, Verona
 New Century School, Verona
 Laurel High School, Viroqua

Chrysalis Family Charter School, Antigo

Est. 1998

931 Tenth Avenue
 Antigo, WI 54409
 Judi Ingison
 (715) 623-0761

Unified School District of Antigo
 Lance Alwin, District Administrator
 120 South Dorr Street
 Antigo, WI 54409
 (715) 627-4355

The Chrysalis Family Charter School opened its doors in December 1998 to serve 10 students in grades 7 through 12. The school emerged as a hybrid between home schooling and public schooling and was designed by parents, community members, and educators. Using learner needs as a guide, the team created a list of educational strategies that incorporate the science of learning.

The charter school targets students who are not currently enrolled in school and who seek more personalized education. The staff recognizes the uniqueness of each child and develops educational plans respectful of individual needs, skills, goals, and interests. Students take responsibility for their own education, acquire lifelong learning skills, excel in areas of special interest, and pursue an education that can be tailored to their unique learning styles.

To meet these goals, the charter school designed its program around five major program components: academics emphasizing technology, community service learning, community mentor projects, walkabouts, and character education.

Appleton Central Alternative School

Est. 1996

120 East Harris Street
 Appleton, WI 54913
 LuAnn Coenen
 (920) 832-6132

Appleton Central serves 111 at-risk youths in grades 10 through 12. These students have problems including truancy, adjudication, addictive behaviors, and dysfunctional families that cannot be dealt with in a traditional school setting or its at-risk programs. ACAS provides an alternative method of continued learning in an atmosphere that is sensitive and suited to the

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54913-2019
(920) 832-6126

Est. 1999

1125 East Taft Avenue
Appleton, WI 54915
Jane Stewart
(920) 832-4968

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54913-2019
(920) 832-6126

intellectual, physical, and social development of the students. Students get a clear explanation of the expectations, and a new opportunity to practice, learn, and perform.

Classical Charter School, Appleton

The Classical Charter school opened in 1999 to serve students in kindergarten through sixth grade. The school will expand to serve students through eighth grade over the next two years. The school's curriculum emphasizes early foreign language development, core knowledge, and direct instruction.

The school also emphasizes character development and a discipline model based on student awareness of their behavior, reasonable rules, and realistic consequences.

The school is governed by a site-based council that includes the principal, three Classical Charter School Association board members, two teachers, and one parent.

Beaver Dam Charter School

Est. 1995

400 East Burnett Street
Beaver Dam, WI 53916
Don Smith
(920) 885-7312

Beaver Dam School District
Richard Fitzpatrick, District Administrator
705 McKinley Street
Beaver Dam, WI 53916
(920) 885-7300

Beaver Dam Charter School is a district-initiated school, serving up to 150 at-risk students. Enrollment for the 1998–1999 school year includes 136 students in grades 7 through 12. About 75 percent of charter school students come from broken homes or have had trouble with drug use. However, in the charter school environment they seem to flourish. Attendance among students moving from the regular school to the charter school has improved from 54 percent to 80 percent.

Student admission is based on attendance records, academic records, and behavioral and psychological needs. Students may refer themselves or be referred by parents, employers, or friends.

The Beaver Dam Charter School's goal is to assist students in becoming valuable members of the community through three major program components: academics, personal and social skill development, and employability skills.

Knight's Academy, Beloit

Est. 1995

400 East Burnett Street
Beaver Dam, WI 53916
Don Smith
(920) 885-7312

Beaver Dam School District
Richard Fitzpatrick, District Administrator
705 McKinley Street
Beaver Dam, WI 53916
(920) 885-7300

Knight's Academy opened in 1999 with 45 students, ages 16 through 18. The charter school targets credit-deficient students in high school for retention in school. The goal of the program is for students to develop positive attitudes about themselves, their abilities, and their future.

Specific objectives of the charter school include helping students to master basic skills such as reading, writing, mathematics, and problem solving. Students should also master basic employability skills that will make them productive members of society. To achieve these objectives, staff members employ an alternative curriculum, instructional strategies, and methods of assessment that reflect an understanding of students' needs and how those needs affect the way they learn. Another objective is to promote family and community agencies as partners in learning. Through these objectives, students will acquire self-evaluation, goal-setting, and practical-life skills that allow them to develop a vision for the future.

Academic Center—High School, Colfax

Est. 1998

601 University Avenue
Colfax, WI 54730
James Kiesow
(715) 962-3155

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773

The Academic Center opened in the fall of 1998 as a school within a school, offering a nontraditional approach to education for 20 students in grades nine through twelve. The charter school served a total of 29 students in the 1998–1999 school year by keeping its 20 available slots filled at all times.

The Academic Center is a school of choice committed to creating the most productive learning environment, teaching students through their strongest sensory modality, developing academic skills, incorporating behavior formation and elimination techniques, and striving to overcome the failure syndrome. Students learn that success is a process. The school's primary goal is to assist all students in realizing their maximum potential in order to become productive citizens.

Academic Center—Middle School, Colfax

Est. 1999

601 University Avenue
Colfax, WI 54730
James Kiesow
(715) 962-3155

Colfax School District
Lee P. Bjurquist, District Administrator
601 University Avenue
Colfax, WI 54730
(715) 962-3773

This charter school serves 20 at-risk students in grades 6 through 8. These students have a history of unacceptable behaviors, including low academic achievement, disruptive classroom conduct, and poor attendance. The charter school gives these students new opportunities for academic and social success.

The curriculum focuses on the core subject areas of mathematics, science, language arts, social studies, social skills, and self-management skills. The school aims to create a self-contained learning environment where academic and behavioral accountability are valued and expected.

Deerfield Charter High School

Est. 1996

300 Simonson Boulevard
Deerfield, WI 53531-0288
Barb Noll
(608) 764-8682

Deerfield Community School District
Ruthann Faber, District Administrator
300 Simonson Boulevard
Deerfield, WI 53531-0288
(608) 764-8261

The Deerfield Charter High School currently serves 15 students, most of whom are at-risk students dealing with issues that include stress and anger management and lack of motivation, pride, and respect. The school philosophy is built on the principles of respect, care, and support, high expectations, and the opportunity to participate. The smallness of the school is a guarantee of support and individual attention. The Deerfield Charter High School's staff recognizes that the traditional school setting does not meet some students' educational needs. They feel it is their mission to provide an environment that promotes these students' social, emotional, academic, and vocational growth.

The charter school is located in the high school building but is autonomous in terms of program goals, staff, and policies. One teacher and one program aide run the program, with assistance from the social worker, counselor, and support staff at the regular high school. Being a school within a school means that charter school students have access to facilities like the gymnasium and the home economics rooms.

McKinley Charter School, Eau Claire

Est. 1995

1266 McKinley Road
Eau Claire, WI 54703

McKinley Charter School has an enrollment of 107 students from the Eau Claire and Altoona school districts. The school serves two types of students. The first type includes students in grades 6 through 12 who are risking or returning from expulsion and out-of-community placement.

Holly Hart
(715) 839-2831

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465

These students pursue a credit diploma. The school also serves seniors with fewer than 13 credits who cannot meet the requirements of the districts' competency-based program.

These two services provided at McKinley Charter School are beyond the credit remediation programs provided by the district. Students who request services from and are accepted into the charter school are students for whom all other regular education, exceptional education, and at-risk programs have not been or would not be appropriate. They often find themselves having difficulty at home or in the community. Many have experienced everything from abuse, violence, and drugs to gang involvement. These are students who cannot function safely in a regular school setting.

Walworth County Educational Consortium Alternative High School, Elkhorn

Est. 1999

400 County Highway H
Elkhorn, WI 53121
Jerry Hawver
(262) 741-8200

Elkhorn Area School District
Gregory Wescott, District Administrator
3 North Jackson Street
Elkhorn, WI 53121
(262) 723-3160

The Walworth County Educational Consortium Alternative High School (WCEC) began operation in 1987 as a collaborative effort of the school districts of Delavan-Darien, Elkhorn, Lake Geneva, Walworth-Big Foot, and Williams Bay, along with the Walworth county Handicapped Children's Education Board (Lakeland), and Gateway Technical College. When the school chartered in 1999, it expanded its existing alternative program for at-risk students in the eleventh and twelfth grades to include ninth- and tenth-graders. A secondary focus of the charter school is to create an alternative educational opportunity for students expelled from the consortium high schools. WCEC is located on the campus of Gateway Technical College in Elkhorn.

Waupaca County Charter School, Iola

Est. 1998

160 North Washington Street
Iola, WI 54945
John Bemis
(715) 445-2261 or
(608) 742-8814, Ext. 239

Waupaca School District
David Poeschl, District Administrator
515 School Street
Waupaca, WI 54981-1658
(715) 258-4121

The Waupaca County Charter School (WCCS) is a collaborative effort of six school districts, the Waupaca County Department of Human Services, and one of Wisconsin's cooperative educational service agencies, CESA 5. The administrative relationship among WCCS participants is unique. While the Waupaca School District holds the charter, the charter school is an instrumentality of CESA 5. CESA 5 employs all charter school personnel, including a coordinator who oversees daily operations and ensures that educational goals are attained.

CESA 5
626 East Slifer Street
P.O. Box 564
Portage, WI 53901-0564
Fred Wollenburg
(608) 742-8814, Ext. 224

Rock River Charter School, Janesville

Est. 1998

31 West Milwaukee
Janesville, WI 53545
Dan Weast
(608) 743-5079

School District of Janesville
Thomas Evert, District Administrator
527 South Franklin
Janesville, WI 53545
(608) 743-5050

The Rock River Charter School serves 66 at-risk students in grades 9 through 12 who are not finding success in the traditional school setting. The charter school is located in its own facility, a storefront in downtown Janesville. The neutral off-site location is considered ideal for the targeted population of students who often feel alienated at a regular high school. The location alone has improved students' attitudes toward education, which translates into increased student success, better attendance, and a smoother transition to the adult world.

This alternative school recognizes that not all students learn in the same way. Innovative curriculum and delivery methods are needed to reach all students.

The school has two components. The first is a high school diploma program for students in grades 9 through 12. The second component serves school-age parents and pregnant teens.

The Brompton School, Kenosha

Est. 1997

1011 Washington Road
Kenosha, WI 53140
Patricia Jones
(262) 652-1339

Kenosha Unified School District 1
Michael Johnson, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320

The Brompton School began operating in the fall of 1997 and now serves 105 students in kindergarten through sixth grade. This charter school seeks to serve the students who might be "lost in the middle" because they are not otherwise identified for exceptional abilities or disabilities. Brompton seeks to give the average elementary student the optimal educational opportunity through an accelerated basic-skills curriculum.

Brompton is a school of choice located in the Saint Casimir Parish School building. The Brompton School is a strictly nonsectarian school where values like community service, responsibility, and respect are embraced.

Paideia Charter School Academy, Kenosha

Est. 1997

5821 10th Avenue
Kenosha, WI 53140
Ellen Becker
(262) 658-4540

Kenosha Unified School District 1
Michael Johnson, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320

Paideia Academy is a school of choice, serving up to 75 students in grades 6 through 8 in Kenosha Unified School District 1. The school began operation in the 1997–1998 school year, serving only seventh- and eighth-graders. It expanded to include sixth-graders with the start of the 1998–1999 school year. The school rents space from St. James, a Catholic school located near downtown Kenosha.

Paideia is a curriculum philosophy, and the Paideia Academy is the first school in Wisconsin to implement this approach. Instruction is accomplished through three techniques—didactic, coaching, and seminar—and aims to use Socratic questioning and critical thinking to link problem-solving strategies to real-life situations.

Coulee Montessori, La Crosse

Est. 1998

901 Caledonia Street
La Crosse, WI 54603-2616
Harvey Witzenburg
(608) 789-7685

Coulee Montessori welcomed its first classes in August of 1998 as the first public Montessori school in Western Wisconsin. The school serves 25 students in two multi-age classrooms: one Children's House classroom for five-year-olds and one Elementary One classroom for six-, seven-, and eight-year-olds. The charter school plans to add another multi-age class-

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

room for grades 4 through 6 as their current student population progresses.

Coulee Montessori is co-located with Jefferson Elementary School in a low-income area of La Crosse. Much of the population is of Hmong descent, and many of the children have parents who do not speak English. Coulee Montessori has a translator available to parents and advertises on the local Hmong radio station in an effort to achieve cultural diversity in the school. The school is truly an asset to the neighborhood, making Montessori education available to a public that wouldn't normally have access to it.

School of Technology and Arts (SOTA), La Crosse

Est. 1995

1307 Hayes Street
La Crosse, WI 54603
Tarry Hall
(608) 789-7760

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

The School of Technology and Arts (SOTA) opened its doors in August 1995 as an elementary school of choice. SOTA currently serves 92 students in kindergarten through fifth grade whose families believe in the curriculum's technology and arts emphasis. Roosevelt Elementary School houses the charter school and provides transportation, administrative resources, and food service.

SOTA schools follow the district's curricula, school calendar, and testing programs, and are organized around five major constructs:

- multi-age, nongraded, continuous-progress classrooms;
- assessment by performance, product, and/or demonstration;
- customized educational programming options;
- emphasis on the arts and technology; and
- joint staff-parent school governance.

School of Technology and Arts II (SOTA II), La Crosse

Est. 1997

1900 Denton Street
La Crosse, WI 54601
Glen Jenkins
(608) 789-7670

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

SOTA II began operation in the fall of 1997 as a middle school of choice and currently serves 36 students, ages 11 to 14. Longfellow Middle School houses this charter school. SOTA and SOTA II staff work closely to ensure continuity between the programs.

Studies link the active learning of an art form to increased student motivation and the ability to learn other skills like reading, mathematics, and writing. Research has also linked participation in the arts to such positive outcomes as increased student participation in community service and appreciation of cultural differences. Similar research indicates that a wide range of computer technologies support the development of advanced thinking, analyzing, and synthesizing skills.

SOTA II uses technology and the arts as tools for integrating learning of core subjects into thematic units. This method of curriculum delivery takes into account individual student interest and skills and allows students a different way to show their learning.

SOTA II extends the learning experience of the SOTA I program to emphasize the importance of social and emotional learning, community building, and teamwork.

Leadership Academy Charter School, Lac du Flambeau

Est. 1998

2899 Highway 47
Lac du Flambeau, WI 54538
Richard Vought
(715) 588-3838

Lac du Flambeau School District #1
Richard Vought, District Administrator
2899 Highway 47
Lac du Flambeau, WI 54538
(715) 588-3838

Leadership Academy Charter School, located on the Chippewa Indian Reservation, began the 1999–2000 school year with 17 at-risk students in grades 4 through 8, doubling their enrollment of 1998–1999 and expanding by two grades. The school's mission is to help these students free themselves of low self-esteem, poor grades, delinquency, truancy, unacceptable behavior, and related risk factors. Students are taught the critical-thinking and decision-making skills needed to perform to potential.

In order to be considered for Leadership Academy Charter School, students must show a strong desire to be part of the school. Participation is viewed as a privilege. Leadership Academy Charter School focuses on three main program components: academics, service learning, and character development.

Ladysmith Evening Alternative School

Est. 1996

1700 Edgewood Avenue East
Ladysmith, WI 54848
Debra Morrissey
(715) 532-5531

Ladysmith-Hawkins School District
Roy Jonjak, District Administrator
1700 Edgewood Avenue East
Ladysmith, WI 54848
(715) 532-5277

Ladysmith-Hawkins School District established its charter school to better meet the needs of students ages 14 to 21 considered at risk of not graduating. The school currently serves 24 students in grades 9 through 12 and beyond.

Ladysmith Evening Alternative School deals with a very high-risk population of students. A large number of students are involved with referrals to social services or have been adjudicated. Poverty is a problem: Over 55 percent of the district's students are eligible for free or reduced lunch. Rusk County's child poverty rate is 20.8 percent. Ladysmith High School has a failure-to-graduate rate of 15 percent, and each quarter, one-third of the students fail one or more classes. The city of Ladysmith, with a population of 3,928, is the largest "metropolitan" area in Rusk County, with the next-largest city located almost 40 miles away. The isolation contributes to the high school becoming the largest social and academic center for the students.

Lancaster Academy

Est. 1997

925 West Maple Street
Lancaster, WI 53813-1599
Dennis Donar
(608) 723-5163, Ext. 404

Lancaster Community School District
Tom Benson, District Administrator
925 West Maple Street
Lancaster, WI 53813-1599
(608) 723-2175

Lancaster Academy is an alternative school for at-risk students in grades 7 through 12. Lancaster is a rural southwest Wisconsin community that has, in recent years, experienced gang activity. When five students were expelled from their regular education classes for bringing weapons to school, the need for an alternative was clear. Lancaster Academy is an alternative to expulsion, providing basic academics and promoting the development of responsible habits.

Lancaster Academy operates on the premise that the purpose of school is to educate and to help all children reach their maximum level of performance. The charter school is committed to teaching students to master essential academic skills and to develop personal skills and attitudes necessary for successful life pursuits through three program components: academics, social development, and work experience/service learning.

Spruce School: A Rural Community Alternative, Lena

Est. 1998

7904 County Road A West
Lena, WI 54139-9737
Thomas Menor
(920) 846-4463

Oconto Falls Public School District
David Polashek, District Administrator
200 Farm Road
Oconto Falls, WI 54154-1221
(920) 846-4471

The Spruce School has operated as a rural two-room schoolhouse in the county since 1889, attaining charter status in 1998. At the time of its chartering, the school served 32 children in grades one through four in two multi-age classrooms. With the start of the 1999-2000 school year, enrollment has grown to 40 students in grades one through five. Two teachers and one classroom aide run the multi-age learning centers.

The school is located in an isolated part of the district. The Spruce School uses its rural setting as an opportunity to tie much of the multi-age instructional program to the land and to the cultural history of the area. A high priority is placed on integrating environmental studies into the curriculum. A number of students are second- or third-generation Spruce students, adding to the school's family atmosphere.

Affiliated Alternatives, Madison

Est. 1995

15 South Brearly Street
Madison, WI 53703
Lynn Bailey
(608) 266-6006

Madison Metropolitan Schools
Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703
(608) 266-6235

The Affiliated Alternatives charter school, one of Wisconsin's largest, serves up to 350 at-risk students in grades 7 through 12 in six separate programs. Affiliated Alternatives utilizes "town meetings" to involve parents in important school decisions. Part of the school's mission is intense collaboration with youth services.

Approximately 40 percent of the school's students are African American or Hispanic, ethnic groups that have a disproportionately high dropout rate. Approximately one-third are from economically poor families. Affiliated Alternatives also serves many students returning to the district after expulsion, incarceration, or treatment. The charter programs have demonstrated excellent results in the areas of school climate, parent and student satisfaction, student engagement, and academic achievement.

James C. Wright Middle School, Madison

Est. 1995

1717 Fish Hatchery Road
Madison, WI 53713
Ed Holmes
(608) 267-1144

Madison Metropolitan Schools
Art Rainwater, District Administrator
545 West Dayton Street
Madison, WI 53703
(608) 266-6235

The James C. Wright Charter Middle School, named for one of Madison's civil rights pioneers, is a school of choice for 160 students in grades 6 through 8. The board of education established Wright as a charter in 1994 as a solution to severe overcrowding in the city's middle schools that resulted in the underachievement of many students from South Madison, the only area of the city without a nearby middle school. In 1997, Wright moved to a new custom-designed building in South Madison that can accommodate up to 240 students.

Enrollment at James C. Wright is open to all students who reside in the West High School attendance area. Wright's current population is diverse; over 80 percent of students are from racial or ethnic minority groups, including African American, Hmong, and Hispanic. Fifty percent are from low-income families, and just 45 percent live at home with both parents. In addition to regular education classes, Wright offers special programming for students with learning and emotional disabilities. Most special education students are mainstreamed and participate fully in the curriculum.

With an ethnically and culturally diverse staff and innovative and flexible ways of teaching, the school provides its students with the knowledge, skills, and confidence required to participate fully in an evolving global society. School staff members accomplish this goal through three major themes: integrated curriculum, integrated technology, and integrated community.

The Fifth Dimension, Marshall

Est. 1998

P.O. Box 76
Marshall, WI 53559
Sanford Swiggum
(608) 655-1310

Marshall Public Schools
David Schuler, District Administrator
P.O. Box 76
Marshall, WI 53559
(608) 655-3466

The Fifth Dimension is a school within a school located in Marshall High School. It currently serves eight at-risk students in grades 11 and 12. The charter school seeks to engage at-risk students who have been distracted from their education by outside events and nontraditional learners who were just "lost in the crowd" and not performing to full potential.

The typical candidate is credit-deficient, has a history of truancy, or has demonstrated disruptive behaviors in the regular high school setting. However, these students are capable learners with unique talents and skills, fully capable of learning and becoming positive contributors to society. By being in the program, these students demonstrate a desire to complete high school and a willingness to try new approaches to that goal. Education and employment are important to them.

Mauston Alternative Resource School (MARS)

Est. 1998

510 Grayside Avenue
Mauston, WI 53948
Dawn Nelson
(608) 847-4410, Ext. 479

School District of Mauston
John Kammerud, District Administrator
508 Grayside Avenue
Mauston, WI 53948
(608) 847-5451

The Mauston Alternative Resource School (MARS) achieved charter status in August of 1998 to serve highly at-risk students in grades 6 through 8. These students are typically truant, credit-deficient, lacking motivation, teen parents, or gifted students whose educational needs are not being met in the traditional school setting. The charter school is located in a separate portable classroom behind Mauston High School. A program goal is to get these students back on track and reintegrated into a traditional academic program.

Lucas Charter School, Menomonie

Est. 1998

N5630 200th Street
Menomonie, WI 54751
Jim Kilkenny
(715) 232-1790

School District of Menomonie
Jesse Harness, District Administrator
718 North Broadway
Menomonie, WI 54751
(715) 232-1642

The Lucas Charter School, formerly the Dunn County Alternative School, opened in 1996 and achieved charter status in 1998. The school is located in its own facility that includes three classrooms, a media center, a kitchen, a small group room, and a gym. It serves 20 at-risk high school students from three school districts.

The charter school is a voluntary program for students who exhibit severe behavior problems and risk factors, including three or more of the following: physical aggression, at risk for expulsion, credit-deficient, chronically truant, in-school dropouts, school-resistant, disruptive, confrontational, passive-aggressive, or having mental health issues. The traditional methods of intervention do not work with these students.

Middleton Alternative Senior High (MASH)

Est. 1995

2417 Parmenter Street
Middleton, WI 53562
Jill Gurtner
(608) 828-1620

Middleton-Cross Plains Area Schools
Steve Koch, District Administrator
7106 South Street
Middleton, WI 53562
(608) 828-1500

Middleton Alternative Senior High (MASH) started in 1993 as a program for at-risk juniors and seniors and achieved charter status in May 1995. Since then, the program has expanded to serve over 90 at-risk students in grades 10 through 12. Eight full- and part-time staff members operate the MASH facility, located within walking distance of the main high school.

The program objectives include making students aware of the importance of attendance for success in school and on the job, and encouraging students to develop organizational skills and a sense of personal commitment to excellence. Students learn to identify and utilize their individual talents and learning styles by becoming aware of the relationship between choices and consequences, and the relationship among school, community, work, and career opportunities. Communication skills and independent living skills are also emphasized.

Central City Cyberschool, Milwaukee

Est. 1999

4301 North 44th Street
Milwaukee, WI 53216
Christine Faltz
(414) 444-2330

City Of Milwaukee
David Riemer, Department of
Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3828

The mission of Central City Cyberschool is to develop and inspire in each of its 31 students a love of learning; the academic, social, and leadership skills necessary to engage in critical thinking; and the ability to demonstrate complete mastery of the academic skills necessary for a successful future. This charter serves students in grades 1 through 4 from Milwaukee's central city in a student-centered environment where teamwork is promoted and high expectations are held out for each student, teacher, parent, staff member, community member, and partner.

The charter school targets students from the central city, but any student from the Milwaukee Public Schools may apply. The school is a real location, not a virtual place. The Cyberschool is awaiting completion of a brand new school building and will expand to include students in grades 1 through 8 in the 2000-2001 school year.

The curriculum is interdisciplinary and project-based, an integrated process that puts ideas in a real-life context and requires thinking across disciplines, with a rigorous academic foundation, a strong computer focus, and an emphasis on community building.

Downtown Montessori Academy, Milwaukee

Est. 1997

2319 East Kenwood Boulevard
Milwaukee, WI 53211
Virginia Flynn
(414) 332-8214

City of Milwaukee
David Riemer, Department of
Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3828

The Downtown Montessori Academy, located in downtown Milwaukee, serves kindergartners. The school was started on parent initiative. While only the kindergartners are considered part of the charter school, the facility also provides wrap-around childcare, early childhood education, and after-school and vacation programs for infants and children up to age 12. The continuity of care between school and daycare is an attractive choice in public education to parents. Starting in the 1999-2000 school year, the Downtown Montessori Academy will serve up to 40 children in kindergarten through third grade at two downtown locations.

Gustav A. Fritsche Middle School, Milwaukee

Est. 1999

2969 South Howell Avenue
Milwaukee, WI 53207-2093
William Andreopoulos
(414) 481-6720

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

The vision of this charter school is to prepare 1,020 students in grades 6 through 8 to earn a living, become active citizens of this country and the world, and pursue lifelong learning using the investigative learning model. Program objectives provide a unique, attractive educational alternative for parents who might otherwise choose another school.

The emphasis in the investigative learning program is to create a developmentally appropriate, active, intentional, reflective, collaborative learning environment where learning is contextualized and self-selected. The curriculum and instructional practices transcend the focus on traditional school subjects, increase the acquisition of knowledge, develop intellectual skills, and enlarge understanding of ideas and values. Literacy across the curriculum is promoted through authentic writing experiences and integration of technology in the curriculum.

The instructional goals are based on the principles of a rigorous standards-based curriculum. The charter school's focus on academic rigor, higher-order thinking skills, and equity is a detailed part of the education plan.

Highland Community School, Milwaukee

Est. 1996

3030 West Highland Boulevard
Milwaukee, WI 53208
Rob Doucette
(414) 342-1412

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

In 1996 Highland Community School became Milwaukee's first charter school. Highland is a neighborhood-based, parent-run, early childhood Montessori program for up to 85 children from age three through third grade. The school has a 29-year record of helping children and families succeed. The school's mission is to provide quality Montessori education and a nurturing environment for an economically and culturally diverse group of children on Milwaukee's west side, to empower parents to become responsible for and involved with their children's education, and to be a force for change in the community and in society.

Khamit Institute, Milwaukee

Est. 1998

4714 West Fond du Lac
Milwaukee, WI 53216
Yakini Shabaka
(414) 445-0602

City of Milwaukee
David Rierner, Department of
Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3828

The Khamit Institute serves 54 central Milwaukee students in grades K4 through 8 utilizing multi-age, multi-grade classrooms. It provides excellence in education by creating a healthy, harmonious environment and a high quality of life for students and families. The learning environment is fast-paced, but serene and focused. Students and teachers wear simple uniforms to eliminate distractions.

The Khamit Institute exists to teach the life skills based on the civilization of Khamit (ancient Egypt). Adherence to this traditional culture empowered mankind to realize the greatness and genius that was glorified in ancient Khamit.

YWCA Global Career City Academy, Milwaukee

Est. 1999

610 West State Street
Milwaukee, WI 53208
Michelle Buckingham
(414) 607-1100, Ext. 226

City of Milwaukee
David Riemer, Department of
Administration Director
200 East Wells Street
Room 606, City Hall
Milwaukee, WI 53202-3567
(414) 286-3828

The YWCA Global Career City Academy opened its doors in September of 1999 with 95 students in kindergarten through fourth grade. The school emphasizes education in career fields that are nontraditional for women and people of color. The school aims to meet this goal by exposing children to these opportunities at an early age.

The school's goal is for students entering high school to have a basic and accurate understanding of nontraditional careers, to see possibilities in the trade industries in addition to college-bound choices, to have a vision of their future career, to know what steps they need to take to pursue their career goal, and to have the necessary skills to pursue these career goals.

The curriculum provides for hands-on learning experiences. Project-oriented, experiential programs integrate theory and academic knowledge with hands-on skills and applications. The general education curriculum includes activities that develop teamwork, problem-solving, and higher-order thinking skills.

Monona Grove Alternative High School, Monona

Est. 1998

4400 Monona Drive
Monona, WI 53716
Georgiana Giese
(608) 221-7666

Monona Grove School District
Gary Schumacher, District Administrator
5301 Monona Drive
Monona, WI 53716
(608) 221-7660

Monona Grove Alternative High School began as an alternative learning environment for nine high school students struggling in the traditional school setting. In the 1999–2000 school year, the school doubled in size to serve 18 students. The school's mission is to provide a more flexible approach to learning, allowing students to attain their goal of high school graduation and to earn a Monona Grove High School diploma.

Monroe Alternative Charter School

Est. 1998

1220 16th Avenue
Monroe, WI 53566
Dan Bauer
(608) 328-9227

School District of Monroe
Ed Van Ravenstein, District Administrator
925 16th Avenue, Suite 3
Monroe, WI 53566
(608) 328-9171

The Monroe Alternative Charter School serves 34 at-risk students in grades 9 through 12 with two teachers, two teaching assistants, and a guidance counselor. The school is designed to serve students who are having problems in school because of truancy, poor grades, depression, alcohol and other drug abuse, attention deficit, hyperactivity disorder, lack of motivation, and behavior problems. The objective of this charter school is to develop all students to their highest potential and to prepare them for lifelong learning, challenge, responsibility, and opportunity.

Clark County Alternative Charter School, Neillsville

Est. 1998

501 Hewitt Street
Neillsville, WI 54456
Darwin Smith
(715) 743-7443 Neillsville School District

John Gaier, District Administrator
614 East Fifth Street
Neillsville, WI 54456-2026
(715) 743-5828

CESA 10
725 West Park Avenue
Chippewa Falls, WI 54729
Nancy Forseth
(715) 720-2045

The Clark County Alternative Charter School was established as a partnership between the Neillsville and Granton school districts, Chippewa Valley Technical College (CVTC), the Clark County Job Center/Private Industry Council, and Cooperative Educational Service Agency 10 (CESA 10). The school was established in 1994 and chartered in 1998 to meet the needs of approximately 25 at-risk high school students ages 16 to 21. At the time of the school's formation, Clark County had the highest population of people without a high school diploma, according to an article in the *Milwaukee Journal*. The charter school is located in the same facility as the Clark County Job Center and Chippewa Valley Technical College, making for a functional and active partnership.

Juneau County Charter School, New Lisbon

Est. 1999

N11003 17th Avenue
Necedah, WI 54646
John Bemis
(608) 565-7494

School District of New Lisbon
Mark McGuire, District Administrator
500 South Forest Street
New Lisbon, WI 53950
(608) 562-3700, Ext. 501

CESA 5
P.O. Box 564
Portage, WI 53901-0564
Fred Wollenburg
(608) 742-8814, Ext. 224

Juneau County Charter School is a collaboration of Juneau County Schools, consisting of the Mauston, Wonewoc, Necedah, New Lisbon, and Elroy-Kendall-Wilton school districts. This project was initiated as a local attempt to provide educational opportunities to disengaged students of Juneau County. This school will focus on service learning, career exploration, basic academic competencies, confronting individual barriers, and family involvement.

Desired outcomes of this program include decreases in students' community problems through courts, law enforcement, and social services involvement; completion of an educational program or successful transition to post-secondary programming or employment; and reintegration of this population into a traditional, vocational, or educational program. The concepts will be delivered through a school that is designed to meet the needs of students by remedying education lags, increasing motivation, addressing family issues, and improving deficits in thinking skills that have caused problems for the students.

A secondary outcome includes an improvement in the quality of life for both the students and their families through academic and vocational growth and increased personal responsibility for their decisions and behavior. It is believed that through this format the students in Juneau County Charter School will be viewed by community members as resources, not problems.

Oconto Falls Alternative Learning Site

Est. 1998

320 Central Avenue
Oconto Falls, WI 54154
Gregg Clark
(920) 846-4455

The Oconto Falls Alternative Learning Site (FALS) opened its doors in December of 1998 with four students in a vacated library rented from the City of Oconto Falls. The charter school now serves 10 junior and senior at-risk students who have not experienced success in the traditional school setting. These students are credit-deficient and regularly truant, and lack a personal connection with the school environment. FALS aims

Oconto Falls Public School District
David Polashek, District Administrator
200 Farm Road
Oconto Falls, WI 54154-1221
(920) 846-4471

to provide a safe environment for everyone to learn, a place where students take an active role in the governing and maintenance of the school, and opportunities for students to earn high school credits as fast as they are willing to work.

Parkview Charter School, Orfordville

Est. 1999

308 West Beloit Street
Orfordville, WI 53576
Candice Weidensee
(608) 879-2352

Parkview School District
Robert Lehman, District Administrator
P.O. Box 250
Orfordville, WI 53576-0250
(608) 879-2717

The Parkview Charter School serves 20 at-risk high school-age youth. The charter school team includes students, parents, regular and special education staff and administration, board of education members, law enforcement, human services, and community business members.

The goal of the charter school team is to engage the students in motivating, meaningful educational experiences and opportunities to ensure their success and completion of a high school diploma.

The curriculum is delivered in a student-centered learning environment that meets the individual needs and interests of the students. The theory of multiple intelligence forms the basis of the charter school's teaching methodology, accommodating different student learning styles and encouraging a lifelong love of learning. This collaborative model involves students, school, family, and employers who focus on shared responsibility for the students' success.

The school also aims to provide a safe, orderly, and healthy environment that allows students to achieve to their full potential. The focus is on prevention and intervention strategies that engage students in positive school, work, and community experiences.

Portage Academy of Achievement

Est. 1999

2600 Woodcrest
Portage, WI 53901
Dyann Miller
(608) 742-1409

Portage Community Schools
Dan Pulsfus, District Administrator
904 DeWitt Street
Portage, WI 53901
(608) 742-4950

The Portage Area Charter School serves 30 at-risk high school students in grades 9 through 12. Some of the targeted students have already dropped out of school and may be failing in local HSED and GED preparation programs. The district had no alternative or at-risk programming before the establishment of this charter school.

The charter school is characterized by alternative methods of continued learning in an atmosphere that is sensitive and suited to the development of students' intellectual, physical, and social capabilities. Students succeed in an environment where they feel as though they belong and where they learn to build partnerships with peers and teachers.

The charter school provides instruction by three primary means: first, by direct instruction in core subjects; second, through the integration of technology into the curriculum; and third, through work experience. Students develop a customized and innovative approach to their learning program, thereby developing more positive attitudes toward self, school, and society. The school's ultimate goal is for students to graduate, to learn to live responsibly in the community, and to achieve economic self-sufficiency.

River Falls Renaissance Alternative Charter School

Est. 1999

852 East Division Street
River Falls, WI 54022
Ed Schramm
(715) 425-1800, Ext. 117

School District of River Falls
David A. Paulson, District Administrator
852 East Division Street
River Falls, WI 54022
(715) 425-1800, Ext. 103

The River Falls Renaissance Alternative Charter School received its charter in May 1999 and serves 20 students in grades 10 through 12 who have not found success in mainstream education. Many of the charter school's students are bright, but frustrated or bored by conventional teaching methods. The charter school is designed to be flexible, innovative, creative, and practical, and to take into account the students' unconventional ways of learning.

All students are required to have a work experience. This work experience helps students to see how their curriculum affects the rest of their working lives. Students participate in many career inventories to help them determine what they want to do with the rest of their lives.

Horizon Academy, St. Francis

Est. 1998

4225 South Lake Drive
St. Francis, WI 53235-5941
Joseph Ziman
(414) 339-5757

St. Francis School District
J. P. Campion, District Administrator
4225 South Lake Drive
St. Francis, WI 53235-5941
(414) 483-7636

Horizon Academy is a school within a school, offering a comprehensive curriculum with school, work experience, and service learning components. These components are designed to offer students maximum flexibility in attaining their diploma, GED, or HSED. Horizon Academy currently provides 20 at-risk students in grades 8 through 12 with a year-round, learner-centered, self-paced educational program.

Each student's individual education plan and time schedule incorporates the student's needs, talents, interests, and circumstances. Students who need to work can do so half-days and attend school in the mornings or evenings. The schedule of a school-age parent can be structured to meet parenting responsibilities. A student with an interest in technical courses not available at St. Francis High School can attend the charter school part-time and the Milwaukee Area Technical College contract program part-time.

McKinley Center, Stevens Point

Est. 1998

2926 Blaine Street
Stevens Point, WI 54481
John Blader Sr.
(715) 345-5421

Stevens Point Area School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444

The McKinley Center is one of 10 elementary schools in the Stevens Point Area School District and serves 444 students in pre-kindergarten through sixth grade. School staff believed that they could no longer achieve their school goals without attaining charter school status and funding. These goals are to:

- help every individual reach the highest level of success without regard to economic or cultural background or individual learning style
- allow parents, staff, students, and the community to work together to become lifelong learners and responsible citizens in a global society; and
- provide educational programs that take into account the emotional, physical, and intellectual needs of each individual.

The charter school aims to accomplish these goals by integrating technology into every student's learning experience. Students achieve improved academic results by using technology and "learning by doing." Student success is further enhanced when parents and the community are engaged in the education process.

Teachers Educating, Advising, and Mentoring Students (TEAMS), Stevens Point

Est. 1994

1201 North Point Drive
Stevens Point, WI 54481

Al Pieper
(715) 345-5408

Stevens Point Area School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444

Teachers Educating, Advising, and Mentoring Students (TEAMS) is a school within a school serving 102 sophomores, juniors, and seniors. The charter school shares library, gymnasium, cafeteria, administrative, guidance, extracurricular, and transportation services with Stevens Point Area Senior High School (SPASH).

A survey gauging parental satisfaction with SPASH indicated that a majority of parents think SPASH is overcrowded and that there is a need for more teacher-parent contact and teacher-student advisory relationships. The results led to the development of the TEAMS charter school.

TEAMS truly serves a diverse population of students, many of whom are nontraditional learners. Students benefit from more individual attention and a group-oriented, academically integrated, participatory environment.

Dane County Transition School, Sun Prairie and Madison

Est. 1998

2326 South Park Street, #208
Madison, WI 53713
Judy Henderson
(608) 250-5210
(608) 550-6231 (Pager)

Sun Prairie Area School District
Tim Culver, District Administrator
509 Commercial Avenue
Sun Prairie, WI 53590
(608) 834-6500

CESA 2
4513 Vernon Boulevard, #208
Madison, WI 53705
Eric Smith
(608) 232-2865

The Dane County Transition School (DCTS) serves at-risk youth in grades 9 through 12 at two charter school locations, one in Sun Prairie and one in the City of Madison. Chartered by the Sun Prairie Area School District, the school serves students from 17 school districts throughout Dane County and is operated by Cooperative Educational Service Agency 2 (CESA 2). The charter school is funded primarily through fees charged to area school districts on a per-pupil basis. Total enrollment for both sites currently stands at 61 students, and the student to teacher ratio is approximately 10:1.

The typical DCTS student has demonstrated risk factors that include drug or alcohol abuse, trouble with the law, or gang involvement. Others have been subjected to severe abuse, including physical, verbal, or sexual abuse. Still others are neglected at home or are homeless. A high percentage of the students enrolled are classified as learning disabled or emotionally disturbed. As a result, these students lack engagement in the education process and have demonstrated an inability or unwillingness to succeed in the regular school setting.

The school's mission is to provide an environment that promotes the social, emotional, academic, and vocational growth and development of students most at risk.

Trevor Accelerated Program (TAP)

Est. 1998

26325 Wilmot Road
Trevor, WI 53179-9701
Barbara Sander
(262) 862-2356

Trevor Grade School District
Al Lindstrom, District Administrator
26325 Wilmot Road
Trevor, WI 53179-9701
(262) 862-2356

The Trevor Accelerated Program (TAP) is a parent education program and an accelerated junior kindergarten and kindergarten for 34 four- and five-year-olds. It is designed to provide quality and developmentally appropriate schooling for all young children, regardless of socioeconomic background. The staff believe that educating parents is key to achieving this goal.

Other school objectives are for each child to have proper health care (immunizations), appropriate family-child activities, and positive early learning experiences. Family-child activities include family-child reading, other family-child language and literacy activities, storytelling and going to the library, and support for families of preschoolers and kindergartners.

Core Knowledge Charter School, Verona

Est. 1996

740 North Main Street
Verona, WI 53593
Gregory Anderson
(608) 845-4961

Verona Area School District
Gregg Mowen, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-6451

Verona's Core Knowledge Charter School (CKCS) is a school of choice for 328 students in kindergarten through eighth grade. CKCS follows a rigorous curriculum that focuses on core academics. After extensive study, parent organizers chose the Core Knowledge Sequence and Direct Instruction for CKCS's educational program. The Core Knowledge Sequence identifies the subject matter to be covered in literature, science, geography, history, art, and music. The Direct Instruction program prescribes the content and instructional method teachers use for reading, mathematics, spelling, and writing. These are carefully sequenced and coordinated programs built on skills learned in prior years.

New Century School, Verona

Est. 1995

401 West Verona Avenue
Verona, WI 53593
Michelle Nummerdor
(608) 845-4900

Verona Area School District
Gregg Mowen, District Administrator
700 North Main Street
Verona, WI 53593
(608) 845-6451

New Century School in Verona was Wisconsin's first parent-initiated, elementary-level charter school. It serves 86 children in six multi-age classrooms: two for kindergartners and first-graders, one for first- and second-graders, two for second- and third-graders, and one for fourth- and fifth-graders.

The New Century School was founded as a partnership for learning among students, teachers, and parents. Its goal is to nurture the child's continuous progress and independence as a lifelong learner through an integrated curriculum emphasizing science and mathematics. New Century School's staff believe this overall approach best meets a changing world where familiarity with science and mathematics is vital, and where working cooperatively in groups and independently on individual initiatives are all important.

Laurel High School, Viroqua

Est. 1999

220 South Main Street
P.O. Box 431
Viroqua, WI 54665
Renee Baker
(608) 637-8486

Viroqua Area School District
Wayne Sherry, District Administrator
701 Education Avenue
Viroqua, WI 54665
(608) 637-1199

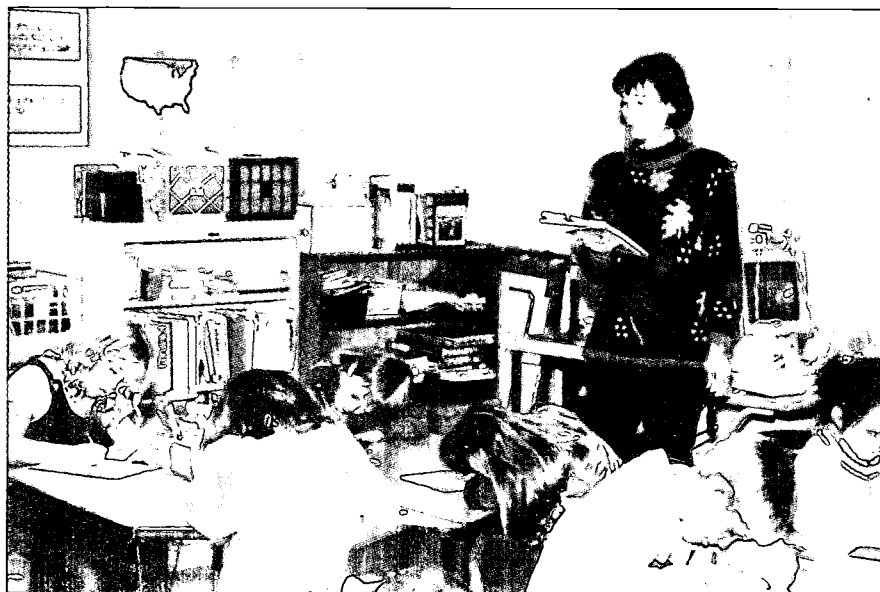
Laurel High School is an alternative educational choice for 12 high school students in grades 9 through 12. Enrollment is open to all high school students in Viroqua. The typical charter school student is a nontraditional learner who needs more challenge and active learning opportunities than are available in the regular high school. Staff is looking to develop a secondary-level education program that is student-designed, learner-driven, and supported by a true collaborative community effort.

The charter school's overall mission is to offer self-motivated individuals new approaches to meet their academic and technical education needs; to challenge students to meet high standards of academic and social achievement and performance; to foster positive, respectful, and trusting relationships; and to ensure a successful transition to life after school through firsthand experience in goal setting, job seeking, job keeping, and technical college or university preparation.



Wisconsin Charter Schools Opened in 2000

Chrysalis Elementary Charter School, Antigo
 Appleton Community Learning Center, Appleton
 Magellan Middle School, Appleton
 Renaissance School for the Arts, Appleton
 Crandon Alternative Resource School, Crandon
 Eastman Community Home Organization Elementary School
 (ECHOES), Eastman
 Technology Charter School, Eau Claire
 Transitional Skills Center, Glenwood City
 Dr. Joseph Lulich Charter School, Hurley
 Dimensions of Learning Academy, Kenosha
 Lakeshore Alternative High School, Kewaunee
 Alternative Education Charter School, La Crosse
 Medical Partnership at Lincoln Middle School, La Crosse
 Badger Career Campus, Lake Geneva
 Lily Community Charter School, Lily
 Lodi Charter School, Lodi
 The School on the Lake, Menasha
 Bruce-Guadalupe Community School, Milwaukee
 Milwaukee Academy of Science, Milwaukee
 Walker International Middle School, Milwaukee
 Westside Academy I/II, Milwaukee
 Wisconsin Career Academy, Milwaukee
 Enterprise Charter School, Omro
 Richard I. Bong Memorial Academy, Poplar



McKinley Middle Charter School, Racine
 The REAL School, Racine
 Comprehensive Learning Center, Richland Center
 E*X*C*E*L* Charter School, South Wayne
 Sparta Charter Preschool, Sparta
 Concerned about Reaching Everyone (CARE), Stevens Point
 Sun Prairie Alternative High School, Sun Prairie
 Vernon County Area Better Futures High School, Viroqua
 Jefferson County Alternative School, Watertown
 Waupun Alternative High School, Waupun
 Star Bright Charter School, Wausau
 Passage Middle School, Wauwatosa
 Kilbourn Academy, Wisconsin Dells
 River Cities High School, Wisconsin Rapids

Chrysalis Elementary Charter School, Antigo

Est. 2000

931 Tenth Avenue
 Antigo, WI 54409
 Judi Ingison
 (715) 623-0761

Unified School District of Antigo
 Lance Alwin, District Administrator
 120 South Dorr Street
 Antigo, WI 54409
 (715) 627-4355

Chrysalis Elementary Charter School commenced operations on December 6, 1999. The school operates on the campus of the Antigo Senior High School using space allocated to an upper-level charter. Operations are held at this location due to fiscal constraints and the lack of adequate facilities in other community locations. The focus of the school is to serve underserved elementary-aged children. Application for admission is intended to provide these children and their parents access to educational choices. Admission in the school is open to all children in the community. However, extended efforts have been devoted to re-engaging those who have become disengaged from public education and withdrawn to home school.

The concept for the Chrysalis Elementary Charter School originated with the successful implementation of a grade 7–12 charter. Parents of grade 7–12 students and others in the community expressed interest in the formation of an elementary-level charter dedicated to similar ideals. After considerable community dialogue and a parent survey, a design plan for the Chrysalis Elementary Charter School was created. The mission of the school is to provide personalized thematic instruction that includes computer technology in fine arts education. Educational strategies are designed to address the needs of diverse learners, incorporate knowledge of multiple intelligences, and provide greater opportunities for application of learned concepts.

Three objectives are outlined to assist the school in meeting its goal.

- Objective 1: to refine the school's thematic curricular program to meet diverse student learning needs
- Objective 2: to acquire necessary instructional equipment and materials that will support successful implementation of the curriculum
- Objective 3: to engage in ongoing dialogue with parents of elementary-age children to identify and develop strategies to address their unique learning needs

By achieving these objectives this school will position itself to serve a significant population—ultimately 80 elementary students—whose needs currently go unaddressed by traditional schools.

The school has learned through its efforts that building a school to engage the disengaged will take time. While it was anticipated that opera-

tions would begin at capacity enrollment, this was not the case. Unique issues surfaced when the school was in the enrollment process. These issues significantly impacted student enrollment. Efforts have been taken to address the concerns that surfaced in its first enrollment phase and the school expects to operate at a capacity of 15 students. The school employs two instructional staff. Administrative duties for the school were assigned to the district's K-12 student support services coordinator, who also oversees operations of the 7-12 charter school.

Appleton Community Learning Center

Est. 2000

120 East Harris Street
Appleton, WI 54913

LuAnn Coenen
(920) 832-6132

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54913-2019
(920) 832-6126

This developmentally responsive charter school for middle school adolescents, ages 12 through 15, provides individualized learning in an alternative setting for adolescents seriously at risk of dropping out of school. It also provides student and parent programs that aim to help reduce family stress, develop closer bonds, and enhance parenting skills while addressing other issues based on individual needs. Parents are expected to participate in these program opportunities as well as in parent conferences. The staff works closely with families to encourage follow-through with suggested recommendations.

The Appleton Area School District recognizes each student's unique potential; therefore, the charter school's program is based on student needs, and the staff endeavors to empower all students with the ability to learn. At-risk youth are diverse in their range of lifestyle and family, and the school aims to prepare each and every student to become a healthy, responsible, and productive individual.

The goal of ACLC is to provide an alternative environment in order to re-engage students in the process of learning. Through the development of coping skills, students will be empowered to take ownership of their personal and academic lives, thus preparing them to return to a traditional educational setting. The curriculum is targeted toward improving students' academic skills, social skills, and emotional skills.

The charter school utilizes Wisconsin's model of academic standards, recently developed by the Governor's Council, in the areas of English language arts, mathematics, science, and social studies. Teachers and other staff members utilize a variety of methods to present the curriculum, while making sure it aligns with these standards.

Curriculum delivery methods include self-paced, individualized, and competency-based activities; they span a wide spectrum of levels and materials to fit the individual's living and learning styles. A variety of techniques are used to deliver the curriculum, attempting to build the student's ability to look at self. Additionally, students are engaged in thematic units, physical activities, community involvement, and developing problem-solving skills by working in cooperative groups. More specifically, delivery of the curriculum involves direct instruction individually as well as in small and large groups, computer instruction, tutorial and mentoring services, and real-life experiences. Pre-entry assessment determines students' skill levels and assures their appropriate placement in the various curriculum levels.

This highly structured personalized training program for middle school students and their parents has specific and measurable objectives, including building self-esteem; developing academic and social skills; and promoting character development, parenting skills, family bonding, and drug- and crime-avoidance techniques. The student and parent programs

take place during the school day and in the evening. There is an expectation that parents will be active participants in their child's educational program. Participation includes monthly parent meetings and periodic teacher conferences. Staff members work closely with students' families to encourage follow-through of any suggested recommendations. In addition, the Appleton Community Learning Center offers students ongoing activities to increase their social competence, interpersonal skills, and self-esteem. The school helps develop good citizenship by providing opportunities for service learning. It also helps families reduce stress and develop closer bonds through wholesome family activities.

The ACLC's primary goal is to help all children believe in themselves, respect others, and experience the joy of education by offering students and their families opportunities to learn in the community through partnerships with area businesses, county services, and other organizations.

Magellan Middle School, Appleton

Est. 2000

P.O. Box 2019
Appleton, WI 54912
Paula Sween
(920) 832-4604

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54913-2019
(920) 832-6126

A DPI Charter School Planning Subgrant funded development of a detailed plan for the Magellan Middle School, which opened in August 2000 with 20 seventh-grade students. In the 2000-2001 school year, the program expanded to include seventh- and eighth-grade students.

The school is designed to meet the needs of middle school students who are highly gifted. These students need fast-paced instruction and a more rigorous curriculum.

Acting on a recommendation endorsed by the Appleton Area School District Board of Education in September 1996, a team of school district representatives and community members was asked to study two key questions:

1. Are the needs of middle school students identified as highly gifted in General Intellectual Ability being met within the current school/classroom structure?
2. If not, would a school within a school or magnet school be a feasible answer to those needs?

Through a series of focus groups, a literature study, and site visits, the team concluded these students' needs generally are not being met despite the best efforts of everyone involved in their education.

A detailed curriculum has been developed around five core subjects, with science, communication arts, and social studies being integrated as much as possible. This curriculum gives students a foundation for taking advanced course work at the high school.

Students start their day at West High School to study the core curriculum and then move to the nearby Wilson Middle School for non-core studies and co-curricular activities.

Students receive mid-quarter and quarterly reports for classes taken at West High School. Students receive mid-trimester and trimester reports for classes taken at Wilson Middle School.

Magellan students participate in the regular school district testing program, with results being reported in the standard format and method.

The school is coordinated by the curriculum coordinator and the associate principals of West and Wilson. In addition, an advisory committee comprised of parents, teachers, administrators, and community members provides leadership and input for decisions regarding the school.

Magellan Middle School is an instrumentality of the district. As such, it is provided the same services as all other Appleton Area School District schools.

Renaissance School for the Arts, Appleton

Est. 2000

610 North Badger Avenue
Appleton, WI 54914
Michael Daehn
(920) 832-4104

Appleton Area School District
Thomas Scullen, District Administrator
P.O. Box 2019
Appleton, WI 54913-2019
(920) 832-6126

During a series of conversations among students, parents, teachers, administrators, and several Appleton Area School District fine arts staff members, it became evident that a school within a school could be developed for Appleton students. This school, the Renaissance School for the Arts (RSA), provides students with a learning atmosphere in which immersion in the arts is the norm. Students become part of a community of artists where teachers and students work together to develop the skills and attitudes that contribute to artistic understanding and learning through the arts. Students not only learn about the arts, but also learn other subjects through the arts. This arts-oriented approach to curriculum delivery recognizes the uniqueness of the individual while promoting artistic and academic excellence.

This school is not merely limited to students who have a degree of expertise and experience in a particular arts discipline. It also targets those individuals who may not be served by the excellent arts programs the Appleton Area School District currently offers. Parents who desire a more integrated approach to secondary education will find this program serves the needs of their child in different ways than does the traditional high school approach to discrete courses.

All RSA students, regardless of their area of artistic interest, are given instruction in all the arts. A team teaching model is used to enable RSA faculty members to bring multiple perspectives to any given instructional situation. This team teaching approach enables teachers to bring their specific area of expertise into a variety of settings, not merely in their subject area. Through this team approach, the entire educational experience is enriched.

The majority of the 120 ninth- through twelfth-grade students enrolled in the RSA have experienced a certain amount of training in the fine arts. However, registration in this school is not limited to individuals who can show a desire and a motivation for study in a specific area of fine arts. In fact, a student, by virtue of interest in the non-performance and non-production experiences in the arts that are the core of this program, may be better served through this school than has been the case in our regular performance/production-based arts programs.

The Integrated academics curriculum at the RSA provides students with the Communicative Arts and Social Studies requirements necessary for graduation. Each course meets the objectives and standards of the comparable course in the AASD curriculum, but with a significant difference in focus and delivery of the curriculum. In the charter school environment of the RSA, innovation, experimentation, and rigor are the keywords in the development of the integrated academics. All courses are taught as college preparatory courses with an option for the student who may not be college-bound. The delivery of the academic curriculum in the charter school environment of the RSA is grounded in a combination of elements from the one-room schoolhouse, block scheduling, and Web-enhanced courses.

The element from the one-room schoolhouse is to be found in the use of cross-age mentoring. Currently AASD Communication Arts Curricu-

lum introduces students to Shakespeare in the ninth grade and students encounter Shakespeare again in the tenth grade and twelfth grades. Building on this the RSA will utilize cross-age mentoring as a regular strategy.

The schedule is divided into two blocks each afternoon. Block scheduling allows students to take a combination of 8-week and 24-week classes in a manner that provides more course opportunities than traditional scheduling.

Crandon Alternative Resource School

Est. 2000

P.O. Box 310
Crandon, WI 54520
John Gruber
(715) 478-3713

School District of Crandon
Thomas R. Thielke, District Administrator
P.O. Box 310
Crandon, WI 54520
(715) 478-3339

The School District of Crandon is a large district in geographical size, more than 500 square miles covering more than one-half of Forest County in Northeastern Wisconsin. It serves more than 1,100 students from the City of Crandon, several smaller communities, and two Native American reservations—the Forest County Potawatomi at Stone Lake and Sokaogan Ojibwa at Mole Lake. The schools have experienced problems in serving some of the students residing in the district and those problems have centered on poor attendance, truancy, disruptive behaviors, poor assessment performances, and lack of progress toward graduation. The School District of Crandon recognizes these problems and the need to get these students involved in the educational system. It is the hope of the district that an alternative school will provide these students with an appropriate educational program.

The Crandon Alternative Resource School is an innovative educational program designed to serve at-risk youth ages 12–18 who have experienced limited success in the traditional school setting of Crandon Middle/High School and its present at-risk programs. The Crandon Alternative Resource School is designed to create an environment that will promote academic, social, physical, and emotional development for students most at risk in the School District of Crandon. It provides an educational environment in an atmosphere sensitive to the needs of individual at-risk students, but focused on changing negative approaches to education to positive approaches leading to success.

The Crandon Alternative Resource School program recognized that the traditional school environment and schedule may not meet the needs of every student. It is designed to provide these nontraditional learners with an alternative opportunity for educational success. Programs are created on an individual basis to accommodate the needs and interests of students who are having trouble in the traditional setting. The program is designed to place emphasis on the development of programs for individual students leading to the fulfillment of the compulsory education requirements and high school graduation or equivalency. The Crandon Alternative Resource School program is structured for greater flexibility and allows more opportunity for self-paced educational programs. Individualized instruction and small classes foster the development of good rapport between students and staff and create a sense of belonging that encourages active student participation. It is an important mission of the program that students develop a better self-concept and become more responsible and productive members of their communities.

Students enrolled in Crandon Alternative Resource School are able to choose the academic option that best meets their needs. These choices include an adapted curriculum for basic skill development and credit deficiencies, a Crandon High School Diploma, or a Crandon Alternative High School Diploma. Criteria for individualized programs include age, num-

ber of credits, skill level, and post-secondary plans. Flexibility allows for students to reevaluate and change options at any time.

Eastman Community Home Organization Elementary School (ECHOES)

Est. 2000

Eastman Community Home Organization
Eastman, WI 54626
Cynthia Coley
(608) 874-4011

Prairie du Chien Area School District
Victor L. Rossetti, District Administrator
800 East Crawford Street
Prairie du Chien, WI 53821
(608) 326-8437, Ext. 4160

Eastman Community Home Organization Elementary School ECHOES, is a PK-5 charter school in the Prairie du Chien School District. Located in southwestern Wisconsin, the Eastman area consists of a small town with a population of 369 and the surrounding rural area. The economic base is agrarian, with parents and community members supporting the school as a center for educational and community activities.

The community feels that there is a richness of educational opportunities in the Eastman area that far outweigh the district's current traditional schooling structure. The vision of ECHOES is to preserve the rural concept of schooling as a learning organization and a school-based community, while expanding the instructional practices of delivering curriculum to include success for all students.

Serving over 50 children in its first year of operation, this charter school has been built upon the high levels of community and family support that have been ingrained through the past history of the area. Together this community of learners has developed a curriculum that incorporates an appreciation of rural life with a strong commitment to academic achievement and character development. The school program focuses on the whole child through participation and direct involvement of the students, staff, parents, and community members.

Educational reform is a key component in this rural setting. The community has been an integral part of the educational process, dealing with the brainstorming, planning, and implementation of key educational concepts. The instructional program in this charter school is not so much a change in content, but in the methods of delivery. Disbanding the factory model of delivering education and moving solidly to a differentiated classroom, the objective of ECHOES is to offer a schooling opportunity for youngsters that embraces the concept of brain-based and constructivist teaching and learning.

In ECHOES, specific attention has been paid to Eric Jensen's brain-based learning research. Teaching strategies employed in Richard Slavin's *Success for All*, such as early reading intervention, multi-age grouping, cooperative learning, and one-to-one tutoring, along with Brooks' constructivist classroom and Roger Taylor's *Interdisciplinary Model for Integration*, are the norm.

The goal of the school is to promote and uphold an atmosphere in which the following values are held: (1) all students can learn and be successful, (2) a sense of place, (3) teachers and community accept collective responsibility for student learning, and (4) learners are all different and have a right to a differentiated classroom where there is respect, fairness, and caring. It is the hope of ECHOES that this living laboratory will influence the larger public school system.

The charter program reflects a model of reading as an active, meaningful, and constructive process. Prekindergarten and kindergarten emphasize oral language development using thematic units, children's literature, oral and written expression, and learning centers. Beginning in first grade, children are grouped on the basis of ability for reading instruction, not on the basis of age or grade level. Teachers adapt their teaching styles and

curricula to accommodate various abilities. Once reading instruction is over, students are regrouped heterogeneously for instruction in other content areas for the remainder of the day. Heterogeneous groups are formed and reformed regularly with all curriculum offerings. Within the heterogeneous groupings, curricula are integrated, multi-modal, cooperative, and experience-based, each with its own research support.

Technology Charter School, Eau Claire

Est. 2000

500 Main Street
Eau Claire, WI 54701
Holly Hart
(715) 833-3403

Eau Claire Area School District
William Klaus, District Administrator
500 Main Street
Eau Claire, WI 54701-3770
(715) 833-3465

In 1999, the Eau Claire Area School District (ECASD) received a planning grant to explore the possibility of establishing a technology charter school. A committee of business partners, educators, and citizens began the planning process by securing information from experts at the U.S. Department of Education, the National Alliance of Business, Public Policy Associates (a consultant hired by the U.S. Department of Education), the Wisconsin Department of Public Instruction (DPI), and others in the field of school-business partnerships. Three site visits were made to learn from the best school-business partnerships in the country. Visits were made to schools with exemplary partnerships in governance, curriculum, and technology. The committee developed the following mission statement: "The mission of the Chippewa Valley Technology Charter School is to empower capable high school students to explore and acquire competencies in emerging technologies and to attain graduation, certification, and/or an advanced degree in an environment of academic rigor and real-life application." Finally, they developed a five-year plan, determined the resources needed to implement years one and two of the plan, and developed a contract to present to the ECASD Board of Education. The contract was approved on November 1, 1999. The school opened on December 9, 1999, with the enrollment of 24 students.

The school is a collaboration of area businesses—Ayres Associates Engineering, Hutchinson Technology, Northern States Power, and Silicon Logic Engineering, LLP—Eau Claire Area Chamber of Commerce, Chippewa Valley Technical College, Cooperative Educational Service Agency 10, and the ECASD. A representative of each agency and parent representatives constitute the Charter School Governance Board.

The school currently provides 24 students from North and Memorial High Schools the foundation knowledge required to pursue further instruction in wide-area network configuration and network administration. By the end of year five, the school will expand to serve students within the Chippewa Valley region and will include courses related to computers, engineering, and telecommunications. The governance board and collaborating agencies realize the ambitiousness of this project, but also know the positive impact it can have on students and the community. Only through a collaborative charter school, free of the usual constraints, can this project be developed to expand opportunities for students, pool resources, secure state-of-the-art technologies, and provide a seamless route for highly skilled students to the world of work, post-secondary education, or the military.

The vision of the school's founders was to create a regional technology school through a careful and deliberate step-by-step process. The target population is made up of students with a demonstrated interest in and aptitude for technology. The goals of the five-year plan include expansion to allow students to (1) explore or master a specific technology; (2) com-

plete credit and certification courses; (3) secure dual credit, certification, or advanced standing at a post-secondary institution; and (4) move seamlessly from the high school to the world of work, the military, or post-secondary training. The program offered by the existing charter school consists of a course for 12 Memorial and 12 North High School students in Microsoft Essentials, an exploratory/foundation course and prerequisite for both wide-area network configuration and network administration. The program offered in August of 2000 will expand to serve 130 sophomores, juniors, and seniors. The curriculum will expand by adding two network configuration courses (CISCO I and II), a network administration course (Microsoft I), and an electronic maintenance and repair course. All of these courses are part of an industry certification process and will provide dual credit at the technical college.

Transitional Skills Center, Glenwood City

Est. 2000

P.O. Box 339
Glenwood City, WI 54013
Jackie Steinhoff
(715) 265-4266

School District of Glenwood City
Dean Sanders, District Administrator
P.O. Box 339
Glenwood City, WI 54013
(715) 265-4266

The Transitional Skills Center of Glenwood City is designed to provide access to the school district's vision statement for those students who have not found success in the regular high school. The center is designed to provide an environment that promotes the academic, personal, and social; independent living; positive decision making; goal setting; career exploration; employability; and wellness for life to assist students in becoming self-sufficient contributing members of society.

The Transitional Skills Center delivers programming to meet the full requirements of Wisconsin State Performance Standards. Students are required to meet the same graduation standards as students attending Glenwood City High School. They are offered the same core curriculum class content as students in the high school, but in a flexible and personalized manner. In addition, students are encouraged to help design their own elective credits. The educational assumptions reflect constructivist theory of five principles of learning: posing problems of emerging relevance to learners, structuring learning around the big ideas, seeking and valuing student ideas, adapting curriculum to address student supposition, and assessing student learning in the context of teaching (Brooks and Brooks, 1993).

Core area and elective classes are assessed in a variety of manners, ranging from authentic assessment practices to standard paper and pencil tests. This includes the maintenance of a portfolio, project assignments presented to the group, state-mandated standardized tests, quarterly conferences, and report cards indicating individual progress.

The program has several unique components that are integral to the vision of the program. The first is a commitment to basic skill instruction for those students deficient in this area. Another component is the independent study that each student completes. Community services activities are another important component.

Parent involvement is crucial to the success of the Transitional Skills Center. Parents of Transitional Skills Center students actively participate in their children's education. Parents and students are required to meet twice a year, if not more, to set goals, be kept apprised of particular activities that have taken place since the last informational session, learn about their child's progress, and celebrate achievement.

The latitude and flexibility granted by the charter status allow a great deal of decision making to be done by the Transitional Skills Center.

Dr. Joseph Lalich Charter School, Hurley

Est. 2000

5503 West Range View Drive
Hurley, WI 54534
Nancy Chartier
(715) 561-4900, Ext. 309

Hurley School District
Michael Richie, District Administrator
5503 West Range View Drive
Hurley, WI 54534
(715) 561-4900

In its first year, the Dr. Joseph Lalich Charter School has made a great impact in the three major areas of need for grades 6 through 12 in the Hurley School District: gifted and talented, at-risk, and behaviorally challenged. The Dr. Lalich Charter School has provided the northern Wisconsin school district with the opportunity to plan and implement a full-service, technology-based alternative education program for those students whose needs are not being fully met in the traditional education setting.

The Dr. Lalich Charter School is an autonomous school within a school, existing in the 140,000 square foot, one-level Hurley K-12 building. The Hurley district serves residents in a 468-square-mile area. The school campus is set back on 40 beautiful acres surrounded by trees and landscaped grounds in the northern township of Kimball. The Hurley School District borders Ironwood, Michigan and the pristine area of the Gogebic Range.

The main goal of the Dr. Lalich Charter School is to provide an enriching environment in which a student can achieve a high school diploma, work in the community toward high school credit, or receive a GED equivalence while enhancing their desire to learn. Students also learn essential life skills, such as study skills, social skills, and work skills. Charter school programs are developed according to Wisconsin State Statutes as well as student interests.

Hurley's charter program is grounded in the philosophy of meeting the needs of every child in the district, knowing that not every family fits in a one-size-fits-all system. Linking with Hurley area businesses, students in the charter school prepare for the real world in the most practical way: a hands-on approach. Businesses from the entire Gogebic Range participate in this program. This benefits the business owners of this rural area while providing the students with real life experience in the workforce. The business outreach portion of the charter strengthens work ethic and improves self-esteem in the students.

On campus, students experience hands-on learning with an on-campus TV/recording studio and Internet programming. Community members may also seek their GED through this track of education.

The Dr. Joseph Lalich Charter School is staffed with a full-time, alternative education teacher, as well as Hurley School District gifted and talented teachers, special education teachers and staff teaching specific charter classes.

Dimensions of Learning Academy, Kenosha

Est. 2000

6218 25th Avenue
Kenosha, WI 53143
Diana Pearson
(262) 605-6849

Kenosha Unified School District 1
Michael Johnson, District Administrator
P.O. Box 340
Kenosha, WI 53141
(262) 653-6320

The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning in Kenosha Unified School District 1, currently serving 170 students in kindergarten through seventh grade. Eighth grade will be added in the 2001-2002 school year, bringing the enrollment to 195 students. The school began operation in the 2000-2001 school year. The student population is diverse and includes special-needs students.

The integrated use of reasoning skills in this standards-based school implements schoolwide the instructional model that is the foundation of Kenosha's districtwide staff development program, Dimensions of Learning. This framework is an extension of the comprehensive research-based framework on cognition and learning. The model is designed to translate

research into practical classroom application to improve teaching and learning in any content area. The school is a small learning community by design. With one classroom for each grade level, greater articulation and spiraling development of knowledge and skills can be planned. The flexibility to support a variety of needs is built into the staffing through creative use of existing resources, parent volunteers, college and community resources, and the development of a bank of substitute teachers knowledgeable about the school's mission and vision. The Dimensions of Learning Academy is served by a director who meets monthly with an advisory council comprised of parents, teachers, students, and community members.

Two unique programs, Dimensions Extensions and Dimensions Connections, further define the organizational and management structures of the school. The Dimensions Extensions program is extended before- and after-school programming for the Dimensions of Learning Academy. Dimensions Connections organizes the parental involvement for the entire school program. The parental involvement for this school is organized as an integral part of the school's design.

The Dimensions of Learning Academy is organizing the academic program around an aligned, standards-based process for developing curriculum, instruction, and assessment. The curriculum will be organized around the academic content standards established by Kenosha Unified School District 1 and around lifelong learning standards. By supporting the realization of the vision early in the implementation of this school, the likelihood of success in achieving the school mission is greatly increased.

The goal is implementation of a curriculum based upon integration of reasoning skills coupled with the targeting of student acquisition of academic as well as lifelong learning standards.

Lakeshore Alternative High School, Kewaunee

Est. 2000

915 Second Street
Kewaunee, WI 54216
Barb Lundgren
(920) 388-3230

Kewaunee School District
Barb Lundgren, District Administrator
915 Second Street
Kewaunee, WI 54216
(920) 388-4558

On August 30, 2000 the doors of Lakeshore Alternative High School opened to serve at-risk students from the school districts of Kewaunee and Algoma. The charter school is a joint venture between these two districts. Twenty students were selected from a larger pool of candidates based on applications, interviews, referrals, and student needs. Staff and counselors from the local high schools as well as the student, parent, and lead teacher were involved in the referral and application process. The primary purpose of the alternative educational program is to provide an environment that will assist these students in successfully completing high school.

Instruction and the educational plans for the students are individualized. Instruction focuses on the four core subject areas: math, social studies, English, and science. The content of these courses is aligned to state and district academic standards. Technology is used as the key tool in delivering instruction. Community service and school-to-work initiatives supplement instruction. Upon reaching individualized goals, students will either graduate from their respective high schools or be reintegrated into their high school programs.

The planning process for Lakeshore Alternative High School began in February of 2000. An advisory board of parents, teachers, administrators, and community agency representatives assisted in the planning process. The selected facility was updated, technology installed, and curriculum was prepared throughout the summer. Students were selected in June and July.

Transitions are often difficult for the students who qualify for alternative programming as well as connections within the community. With that in mind, the alternative school partners with other agencies in the community. In this way, connections to these agencies are in place for the students prior to graduation. For example, alternative school students doing public health seminars learn about stress management, smoking cessation, and avoiding risky behaviors. The Kewaunee County Job Center works with them by doing career interest surveys, resume development, and job searches and placement and by teaching interview skills.

Enthusiasm for the project continues. Most importantly, students who were without hope have become excited about the prospect of graduating from high school. The avenues to further training and a fulfilling job have been reopened to these young people.

Alternative Education Charter School, La Crosse

Est. 2000

Central High School
1801 Losey Boulevard
La Crosse, WI 54601
Helen Perlich
(608) 789-7900

Logan High School
1500 Ranger Drive
La Crosse, WI 54603
Larry Myhra
(608) 789-7700

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

Since 1996, both Central and Logan High Schools of the School District of La Crosse have operated highly successful alternative education programs for eleventh- and twelfth-grade students. Recently, the district received a DPI Alternative Education Grant totaling \$320,000 to increase the teaching staff for alternative education programming. This funding resulted in the addition of two full-day grade 9–10 classrooms to the existing grade 11–12 classrooms at Logan and Central High Schools. On June 5, 2000, the Board of Education granted charter school status to the District's Alternative Education Program.

Each of the four charter school classrooms has an enrollment of approximately 25 students, for a total enrollment of 103 students. The school serves students who exhibit behaviors such as truancy, credit deficiency, poor academic performance, inappropriate classroom behavior, lack of workplace ethics, and problems at home or in the community. The school positively modifies student conduct in the areas of attendance, behavior, and academic achievement by incorporating a one-room schoolhouse atmosphere, leadership training, real-world academic application, immediate and concrete rewards and consequences for choices, academic credit for work experience, and individualized graduation plans.

The School District of La Crosse serves as the chartering authority of the Alternative Education Charter School. A committee consisting of administrators, a police liaison, the school nurse, guidance counselors, supervisors, teachers, and parents governs the charter school. The Logan site is staffed by two full-time coordinating teachers, one .86 FTE teaching assistant, and numerous teachers who each teach one class per day. The Central site teaching staff includes one full-time coordinating teacher and numerous teachers who each teach one class per day. All charter school personnel are district employees licensed by the DPI and are subject to district employee policies.

The Alternative Education Charter School endorses the philosophy that truant students who experience academic difficulties require a more structured, individualized environment in order for them to achieve to their potential. The alternative education classrooms provide such a learning atmosphere through consistent teaching staff, student government, strict attendance policies, individual and group counseling, individual graduation plans, and immediate feedback for behavior and academic work. Teachers from various disciplines visit the alternative education classrooms to teach their subjects so that students are able to benefit from the

consistency of staying in one room throughout the day with the continuous presence of the Program Coordinators.

Medical Partnership at Lincoln Middle School, La Crosse

Est. 2000

510 South 9th Street
La Crosse, WI 54601
Tucky Skemp
(608) 789-7780

School District of La Crosse
Thomas Downs, District Administrator
807 East Avenue South
La Crosse, WI 54601
(608) 789-7628

In an effort to increase learning for all students, the Medical Partnership charter school provides integrated thematic and experiential instruction based largely on a medical theme. The program stresses math and science, but includes all curricular areas and follows the School District of La Crosse curriculum.

The School District of La Crosse has granted a charter to the Medical Partnership to make changes in curriculum, staffing, scheduling, and instructional techniques. The program operates under a block schedule to provide time for field learning experiences in the community. One additional period per day is an integrated Language Arts and Visual Arts time when three teachers work with students to produce culminating art and writing projects based on instructional themes from the core academic areas of science, mathematics, social studies, and literature. Students have daily access to the technology needed to complete these projects. This includes portable computers to be used in the school, in the field learning experiences, and at home.

The city of La Crosse has three colleges that emphasize health careers. La Crosse has two hospitals and clinics, and will soon be home to the Allied Health Center. The center is an example of competitive agencies working cooperatively to provide the best possible education for health professionals. The Allied Health Center is currently being built one mile away from the site of the Medical Partnership charter school, which is housed in the Lincoln Middle School building. Both hospitals and clinics are also less than one mile from Lincoln School. It is the belief of the proponents of the Medical Partnership that these facilities and personnel represent a vast untapped resource for our seventh-grade students. This idea has already been explored with administrators, doctors, nurses, technicians, and teachers. All are in agreement that a potential to boost learning and provide meaningful field learning experiences is present in La Crosse. A commitment of time and resources has been agreed to by both hospitals in La Crosse, and the three local colleges. The community of health professionals is ready to go to work for the benefit of middle school students in La Crosse.

The Medical Partnership charter school has an extended school year. Students are required to attend a one-week summer program. The main focus of this program is to learn how to use the technology tools that are a major part of the daily learning program during the school year. Parents are given at least three choices of dates so as to minimize problems with summer vacations or family plans. Other schedule changes include utilizing a block schedule, changing the passing time for students, providing the Language Arts/Visual Arts team teaching period, using Resource period as part of the academic block, and integrating the goals of the Teacher-Advisee (TA) program into the daily program. Currently, the TA program at Lincoln Middle is run as a set-aside program on days 1 and 2 of the six-day cycle.

The teachers of the charter school have the responsibility of organizing the curriculum around the field learning experiences, extending the concepts of science and math learned in the field, and assessing student learning. Classroom activities are planned to reinforce and clarify the field learning.

While the medical theme is a major part of the school year, not all learning revolves around this theme. The charter school's instructional methods are eclectic in nature. Subject areas and skills are often integrated and thematic, but traditional classes are also included.

Badger Career Campus, Lake Geneva

Est. 2000

220 South Street
Lake Geneva, WI 53147

Scott Kennow
(262) 348-2000, Ext. 2060

Lake Geneva-Genoa City UHS District
James Gottinger, District Administrator

208 South Street
Lake Geneva, WI 53147
(262) 348-1000, Ext. 1001

In the fall and spring of 1998, a group of 30 educators and community participants met to develop a new learning approach for Badger High School, focusing on the middle majority of students who were not on the honors college-prep track. Instead of focusing on the paper-and-pencil, left-brain visual learners, our committee focused on more hands-on, experimental learning with the ultimate goal of creating a standards-based curriculum that provided advanced placement in a variety of post-secondary alternatives.

Badger Career Campus is committed to preparing students in a participative atmosphere, with unique experiences for continuing education, qualified entry into the workplace, and responsible citizenship by providing broad-based classes stressing communication, group work, real-life experiences and positive role models in a unique and challenging learning enrichment.

Besides the brain-based educational approaches and technique, we hope to provide students with the following:

- Advanced technical skills for direct entry into the workforce
- Advanced military standing
- Advanced standing in an adult apprenticeship
- Advanced placement at a technical college
- Advanced placement at a four-year university

In April, 1999, the charter school planning committee reported to the Lake Geneva-Genoa City Union High School Board of Education the final vision of Badger Career Campus, which incorporated a school-within-a-school structure. That structure capitalizes on the newest brain-based research, multiple intelligences theory, team learning, and employability skills focus and curriculum leading to a specific pathway or major for post-secondary education and lifelong learning. When possible, we utilized the state Youth Apprentice Curriculum and competencies that had already been developed and articulated with the Wisconsin Technical College system and University of Wisconsin.

This ninth-grade interdisciplinary school within a school was marketed as TEAMS 9, and teachers were recruited or hired during the summer of 2000 to complete the fall freshman curriculum, cross-referencing the course content to state academic core standards and completing the course outline and evaluations. Marketing was done during early spring and was targeted to all incoming eighth-grade students and their parents. Teachers and counselors of the feeder eighth-grade schools were contacted to match the student learning styles with the new team-oriented, hands-on approach.

The pilot group that was selected consisted of 40 diverse students: 26 male and 14 female, with 8 students from a Hispanic background. The ultimate goal was to build a new charter school within a school over a four-year period, adding most academic components the first two years. In the second year of operation 40 students will be added at the tenth-grade level. Each year 40 students will be added to the program: 40 sophomores, 40 juniors, and so on. Each student completing the four-year program will have

had a variety of exploration courses providing experiences in the first two years, ultimately leading to an advanced curriculum and a work-based learning experience with a local company. This will include other valuable activities including a career portfolio, an employability skills certificate and demonstrated competencies based on the state youth apprenticeship/co-op curriculum. Each career pathway or major will have its distinct list of activities required during the four-year process for the BCC diploma endorsement. All majors will reinforce the five major goals identified by the planning committee leading to advanced placement in the workforce, adult apprenticeship, the military, or post-secondary institutions.

Lily Community Charter School

Est. 2000

N7526 School Road
Lily, WI 54491
Sandra Gallagher
(715) 484-3030

Unified School District of Antigo
Lance Alwin, District Administrator
120 South Dorr Street
Antigo, WI 54409
(715) 627-4355

The Lily Community Charter School has been in continuous operation since the late 1800s. It currently operates in the Unified School District of Antigo. The current Lily School attendance area, which is essentially Langlade Township, is an isolated rural area in the northeast corner of the Antigo School District, about 22 miles from Antigo. The Lily School finished the 1999–2000 school year with 26 students in grades K–6. There are two full-time teachers with a grade K–2 room and a grade 3–6 room. The current educational delivery system features team teaching, cooperative learning, and individualized programming in a very inclusive setting.

The Lily School has an excellent reputation that is well deserved. The Lily community points very proudly to many of its graduates who have done very well in life. A recent survey of the Antigo High School honor rolls showed that Lily graduates excelled. There is a high level of support in the Lily community for the school because it shares the community's strong bonds and values.

Therefore, one of the paramount goals of the charter initiative is to sustain what is already an outstanding educational program. The Lily School and the surrounding community realize that in order to continue operation into the foreseeable future, they must become more economically efficient and refine and improve the educational program to the point where they can prove, through measured academic achievement, that it is a world-class model that must be sustained and duplicated.

The curriculum is aligned with state standards. The students will continue to participate in the state standardized testing program. The school has an excellent track record for producing outstanding standardized test results, but the bar has been raised even higher and the goal is to obtain world-class results that prove the superiority of the model beyond any doubt.

There are a number of facets of the instructional delivery model that are seen as paramount in achieving the results expected:

1. High expectations and standards
2. An outstanding reading program
3. A comprehensive program to meet all individual student needs
4. Curriculum and instruction that is relevant and meaningful to the students
5. An emphasis on higher-level, critical thinking

The following student achievement goals have been set:

1. All students will score in the top two categories of the state third-grade reading test and the fourth-grade test in reading, math, science, social studies, and writing.

2. All students will demonstrate above-average abilities in critical and independent thinking and the application of skills and concepts to the real world as measured by locally produced performance assessments.

The school currently serves students from the Lily attendance area in grades K–6. The same grade configuration is continued in the charter school. There is programming for preschoolers as well as adults and senior citizens as part of the total community school concept. The school is open to students outside the current Lily attendance area in the Antigo School District and in other school districts through open enrollment.

Lodi Charter School

Est. 2000

1100 Sauk Street
Lodi, WI 53555
Elaine Plank
(608) 592-3851

School District of Lodi
Charles Pursell, District Administrator
115 School Street
Lodi, WI 53555
(608) 592-3851

The mission of the charter school is to create an educational environment that better prepares select students to meet the challenges of the future. The belief is that all students have the ability to learn but not all students learn in the same way. The charter school will maintain the integrity of obtaining the academic skills necessary to be successful while at the same time addressing the personal and social needs that are unique to the at-risk student and are difficult to address in a traditional setting.

The Lodi Charter School has two strands. The first strand, the Transitions strand, addresses the transition needs of students moving from eighth to ninth grade. The second strand, the Graduate strand, addresses the needs of students who are credit-deficient in any area and allows them the opportunity to make up those credits. Lodi Charter School will be housed within the high school. The charter school has a director and has entered into staffing agreements with district schools to provide the teaching faculty and guidance services. Specific charter school courses were designed by participating faculty. The strands are implemented in two phases.

Phase I: The first strand focuses on ninth-grade students who are demonstrating academic and behavior problems. It is during this freshman year that a number of students establish a pattern that is detrimental to their educational progress in high school and may result in their failure to graduate. We address these students' concerns and help them develop healthy and productive choices. We have created a school that encompasses a wide range of needs and reaches the students whom many feel are unreachable. The at-risk coordinator and intern guidance counselor have established relationships with at-risk students, serving as an anchor and attending to their personal and social needs. Students have access to individual tutoring, a weekly monitoring program, and study skill instruction. The second strand focuses on tenth- through twelfth-grade students who are credit-deficient. This strand is addressed through a Personal and Social Responsibilities course designed to improve study skills while attending to the social and emotional needs of students.

Phase II: The Transition strand features courses offered in English, math, social studies, science, and physical education that will meet graduation requirements and address the personal and social issues of these students. These classes will be presented to students in a teaching style that addresses their unique learning needs. Some students may attend Lodi Charter School exclusively, while others may attend one class period and then return to the regular high school for selected courses. Students in strand one may have community service opportunities. The number

of students admitted to the eighth- to ninth-grade transition strand will comprise no more than 10 percent of the ninth-grade student population.

The Graduate strand will access other instructional avenues such as distance education, Nova Net, Accelerated Reader, Accelerated Math, correspondence, Internet, or a PASS program. Students in the Graduate strand may have work experience activities or community service. The charter school courses designed for credit makeup have prior approval as accepted courses for graduation credit. All students enrolled in the Graduate strand will enroll in the required charter school Personal and Social Responsibility course.

Services for enrollees who have specific special education needs will be provided by the grade-appropriate school in the district.

The School on the Lake, Menasha

Est. 2000

1600 Midway Road
Menasha, WI 54952
Phil Ertl
(920) 832-5782

Menasha Joint School District
J. Michael Thompson, District Administrator
328 Sixth Street
Menasha, WI 54952
(920) 751-5070

The Menasha Joint School District, located on the shores of Lake Winnebago, received a Charter School Planning Subgrant in January of 2000. Throughout the second semester of the 1999–2000 school year, Maplewood Middle School staff members used these funds to participate in an exhaustive charter school planning process. The school they created, the School on the Lake, was chartered by the district on May 22, 2000 and began operating on August 31, 2000 with an enrollment of 45 students and a staff office (two full-time teachers, one .2 position for technology support/instruction, one consulting science teacher for environmental science issues, and one curriculum development/implementation specialist). The student body is representative of that of Maplewood Middle School and includes ESL, gifted and talented, at-risk, physically disabled, high-ability, low-ability, and average learners.

The School on the Lake is housed in the lower level of Maplewood Middle School, and is so named due to the fact that all school activities have an environmental focus based on Lake Winnebago and the ecosystem of the Fox River Valley. All core area subjects are taught through an integrated approach and a strong emphasis is placed on basic skills, which will ultimately help students meet and exceed Wisconsin State Standards.

The mission of the School on the Lake is to create an inclusive and cooperative community of learners that will work to support achievement and a sense of self-worth by recognizing and nurturing all human intelligence among students and staff of varied cultural and social backgrounds, thereby promoting the full achievement of each individual's social and intellectual potential. Enrollment at the school is open to students of all abilities in grades six through eight who learn best through a cooperative, hands-on/minds-on, project-oriented approach to learning. Students have the same two teachers for all core subjects and activities and for the entire time they attend the school. This consistency gives students and teachers a chance to develop long-lasting relationships to further social and emotional, as well as academic, development. Students maintain close ties to their peers by interacting with them in encore elective classes and through co-curricular activities offered by Maplewood.

School on the Lake teachers employ a hands-on/minds-on approach to instruction on a daily basis and within all subjects. The implementation of such a methodology, however, is neither easy nor inexpensive. Operating a well-balanced hands-on/minds-on environmentally based curriculum with real-world applications requires ample equipment, frequent field

trips, and constant access to unique learning environments to enhance and support the curriculum.

The main tenet of the School on the Lake is adherence to the belief that students learn more when they are active, social, and creative learners. Thus, the School on the Lake curriculum employs a hands-on/minds-on approach to instruction on a daily basis and within all subjects. Unlike traditional teaching and learning approaches, where the learner assumes a passive role and is limited in making the transition from knowing something to knowing how to practically apply that knowledge, the hands-on/minds-on approach bestows the student with greater control over the subject matter, thereby ensuring greater enthusiasm for learning on the student's part, and, finally, a chance to apply the gleaned information to a larger context. Hands-on learning involves the child in a total learning experience that enhances the child's ability to think critically. The child must plan a process to test a hypothesis, put the process into motion using various hands-on materials, see the process to completion, and then be able to explain the attained results. Educational research has concluded that students learn more effectively and retain more information when they are afforded the possibility to engage in hands-on learning, rather than when they simply memorize their texts.

Bruce-Guadalupe Community School, Milwaukee

Est. 2000

1028 South 9th Street
Milwaukee, WI 53204
John Rudella
(414) 643-6441

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

The United Community Center/Centro de la Comunidad Unida (UCC) is a nonprofit community-based agency that has provided a wide range of programs and services over the past 30 years to children, youth, and families on Milwaukee's near south side. UCC's mission is to provide services to Hispanics and all near-south-side residents in the areas of education, cultural arts, recreation, community development, and health/human services. UCC focuses on cultural heritage as a means of strengthening personal development and promoting high standards in all of its programs. Over the years, UCC has reached out to emerging ethnic groups located on Milwaukee's south side and has advanced an understanding and acceptance of Hispanic culture in Milwaukee.

In 1990 Bruce-Guadalupe Community School (BGCS), a nonsectarian, nonprofit, private elementary school, merged with UCC. In 1993 BGCS moved to its present location.

BGCS has flourished in its present setting. The school is bicultural, includes grades K4 through 8, and has a total enrollment of 550 students, 94 percent of whom are Hispanic. Approximately 33 percent of the students are Limited English Proficient. The average class size is 23.

BGCS has a strong commitment to improving the educational status of Hispanics. An important part of this commitment is that each student become proficient in English while maintaining facility in Spanish. The ultimate goal of BGCS is to exceed national norms in all subject areas at each grade level based on the Iowa Test of Basic Skills. Toward this end, BGCS offers an extended school year that includes a six-week summer-school program and an after-school program that provides academic and tutorial services.

The education program focuses on a scope and sequence curriculum of topics with an emphasis placed upon 12 benchmarks. The benchmarks are supported by art, music, computer, library, and physical education classes. Assessment is conducted via a variety of tests and portfolio development.

BGCS received a charter school grant that provided for planning and development. The developed charter was submitted to Milwaukee Public Schools (MPS) and a charter was granted on July 25, 2000. The Charter School Implementation Grant provides BGCS the opportunity to continue to be innovative in updating and evaluating the curriculum, developing standards to improve student achievement, providing expanded services, and offering staff opportunities for professional development.

Working with MPS, BGCS intends to continue to develop as a community school that will meet the educational needs of a growing Hispanic/near south-side community. BGCS has grown, and to accommodate this and future growth planning is under way to add a middle school to meet the needs of the community. BGCS and UCC will continue to work with MPS and other organizations to provide an educational program that meets the needs of children who are at risk in the community.

Milwaukee Academy of Science

Est. 2000

2000 West Kilbourn Avenue
Milwaukee, WI 53233
Diane Teeter
(414) 933-9520

University of Wisconsin-Milwaukee
Paul Haubrich, Charter School Program
Director
P.O. Box 413
Milwaukee, WI 53201
(414) 229-5679

The Milwaukee Academy of Science serves 964 students from K4 to seventh grade. The students come from all areas of the city, although the majority of students are considered to be residents of the central city. Approximately 82 percent are African American, 7 percent are Caucasian, and the remaining 11 percent are Hispanic, Asian American, and multi-racial. Approximately 76 percent of our students qualify for free meals through the National School Lunch Program, with another 14 percent qualifying for reduced meals.

The principal administers the day-to-day management of the Milwaukee Academy of Science, with assistance from a leadership team. This decision-making team is composed of lead teachers, the business services manager, the academy director, and the school technology manager. The school is organized into three academies. The Primary Academy is for children K4 through grade two, the elementary Academy is for grades three through five, and the Junior Academy is for grades six and seven. Each Academy is further divided into houses of about 100–180 students each. This unique structure allows students to achieve the standards for each academy at their own rate. Because students work with the same teachers over an extended period of time, they can progress at a pace that ensures their confidence and competence.

The Milwaukee Academy of Science's school design offers a rich and challenging curriculum for all students, with world-class standards that set forth what students should know and be able to do to be active, contributing participants in the world of tomorrow. The school offers a longer school day and school year as well as a strong technology focus. The curriculum cover five domains: humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills. At the Milwaukee Academy of Science a special emphasis will be placed on science, through our unique partnership with the Milwaukee Science Education Consortium. The faculty, staff, and students of the Milwaukee Academy of Science are committed to meeting each of the following goals:

- Ensure that each student achieves the highest educational standards in each subject area.
- Provide a broad-based resource for science and technology education for students of all ages, promote "learning by doing" in the sciences, and provide ample opportunities for discovery.

- Allow the teachers easy access to expertise, information, technology, and professional development in the sciences.
- Engender a respect for the natural world and foster an understanding of scientific concepts as they apply to everyday life.
- Provide a safe and secure learning community.

Walker International Middle School, Milwaukee

Est. 2000

1712 South 32nd Street
Milwaukee, WI 53215-2198

Susan Apps
(414) 902-7500

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

Walker International Middle School is located in an ethnically mixed neighborhood and services a diverse population. The school boasts of being a perfect snapshot of the United States because it is approximately one-third Hispanic, one-third African American, and one-fourth Caucasian, with Asian and American Indian students making up the rest of the student population. Approximately 85 percent of Walker students are below the poverty limit as determined by the federal government. Walker's staff is also ethnically balanced and many live in the neighborhood. The school employs quite a few parents as educational assistants and coordinators. At any given time or in any place in the school, a visitor can see ethnic diversity working. The school population is 790 and consists of sixth-, seventh-, and eighth-grade students.

Walker recognizes that the educational demands on students to prepare them for careers in the twenty-first century are changing. To enter this workforce, students must be able to read, work in teams, write proficiently, speak before a group, solve problems using data, and perform math competently. Students must have a work ethic that includes a belief in punctuality and responsibility for their own job performance.

The school's charter proposal is based on Colin Powell's initiative, America's Promise. This initiative believes that for children to be successful, five pieces in a child's life must be present. Walker seeks to be sure that all of its students receive these five pieces: a healthy start, a safe place, marketable skills, mentoring, and community service.

The school has a principal and two assistant principals. The School Council oversees the long-term planning for the school and is advisory to the principal in all matters except evaluation of the principal. Academic teachers work in teams called universities and retain the same group of students for three years. Each university functions as a school within a school, developing its own schedules, field trips, award systems, and discipline policies.

All eighth-graders participate in the Wisconsin Student Assessment System and take the MPS Performance Assessments. In addition, all students are pre-tested in reading and mathematics using ST.A.R. The Walker staff believes in adapting curriculum and providing opportunities for every child to be successful. The school will develop a profile on each child showing learning style as well as entrance levels in math and reading. Each child will be required to participate in at least five hours of community service each year.

The school's discipline revolves around honors-level discipline that helps students develop responsibility for their own behavior. Students are awarded for good behavior, and consequences for poor choices are consistent throughout the school. Walker strives to be the school that cares. This means that staff and students treat each other with respect, and that good behavior, attendance, grades, and effort are rewarded.

Walker International Middle School faces the challenge of serving a low-income neighborhood. The school has programs that serve the spec-

trum of at-risk to academically talented students. For students who have an attendance rate of at least 90 percent, Walker has an educational "guarantee" that these students will progress at least one grade level in reading and math during a school year.

Parents and community members have formed a critical mass in the creation of the charter school. Walker has a formal partnership with its neighborhood organization, Layton Boulevard West Neighbors. A representative of this group sits on the school council. In addition, neighbors, ministers, businesspeople, former teachers, parents, staff members, and students comprise this council. The meetings are open to anyone interested in expressing ideas or concerns about the charter status.

Westside Academy I/II, Milwaukee

Est. 2000

1945 North 31st Street/
1940 North 36th Street
Milwaukee, WI 53208
James Sonnenberg
(414) 342-2157

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

Westside Academy incorporates both the Wisconsin State Standards and the MPS grade level standards in all of its curricular areas, while attending to the particular needs of the highly mobile, low socioeconomic population that we serve. Westside Academy provides a structured, disciplined approach to education, with an emphasis on regular attendance and appropriate behavior, which will be recognized and rewarded.

Westside Academy operates under the guidance of the Shared Governance Council, which is comprised of parents, teachers, administration, a community representative, and a student representative. Day-to-day operations are guided by the principal, James Sonnenberg.

The focus of Westside Academy is to meet the needs of the students and the community. The classroom structure is centered around teacher-directed instruction, with opportunities for cooperative learning, independent study, and technology-assisted instruction for enrichment and reinforcement of skills. Each student's academic achievement level is assessed upon admission to Westside Academy. This is used to determine a student's appropriate educational placement and ensures that students are instructed from their individual starting point. This information is also used to determine specific curriculum needs, such as additional textbooks or resource materials. Purchasing decisions and curriculum decisions are made based on the identified needs of students, which are: an English textbook for kindergarten through fifth grade; geography materials to supplement social studies instruction; instruments to enhance the fine arts program; SRA reading materials and training; science textbooks for grades 6-8 that emphasize content; violence-reduction instruction and materials; and outdoor and community experiences to broaden the knowledge base and experiential level of the students. Research-based techniques in remediation, enrichment, and acceleration are utilized to maximize each student's achievement. The educational program will investigate such nationally recognized successful programs as the Essential Schools program, The Accelerated Schools project, Core Knowledge, and the Brain Compatible Learning program. Programs that address the identified needs of the school population will be presented to the staff through in-services, and an ongoing in-service program will be developed to present the materials to new staff in subsequent years.

Westside Academy has long believed that parental involvement is an essential element of a successful educational program. Parents are encouraged to attend school events, to visit at any time, and to become part of the decision-making process.

Westside Academy serves approximately 900 students from Head Start through eighth grade. At Westside Academy the goal is to provide instruction that will enable all students to have a successful academic career and be on their way to becoming productive citizens of society. Students entering the school are evaluated to determine their instructional level and then placed in an instructional setting to best serve their needs. To assist classroom teachers, Westside Academy has a team of "focus" teachers to provide supplemental instruction and intensive remedial instruction as needed. Westside Academy has also developed a character-building program with a structured and nurturing environment that will teach responsibility and self-discipline. Both a Saturday Academy and a Summer Academy will offer opportunities for students to get remedial or accelerated instruction.

Wisconsin Career Academy, Milwaukee

Est. 2000

8135 West Florist Avenue
Milwaukee, WI 53218
Ibrahim Duyar
(414) 393-6223

Milwaukee Public Schools
Spencer Korte, District Administrator
P.O. Box 2181
Milwaukee, WI 53201-2181
(414) 475-8001

Wisconsin Career Academy (WCA) is contracted by the Milwaukee Board of School Directors as a noninstrumentality type of charter school. Wisconsin Career Academy is a small, structured school, with 350 students attending at full enrollment in grades 6–12. In its first year, the school started with 125 students in grades 6, 7, 8, and 9. One additional grade will start for the next three years with 50 additional students in each grade level. There has been high demand and response from parents for the program of the Academy. Although there was a facility problem at the beginning, the Academy managed to recruit 125 students in only three weeks just before the school started. The Academy will have 250 students next year in grades 6, 7, 8, 9, and 10. There will be 50 students in each grade level with a maximum number of 25 students in each class.

Wisconsin Career Academy is working as an environment for learning not only for students but also for parents and teachers. Recognizing that educational success can be realized only when the essential underlying triad of student–teacher–parent is in harmony, WCA strives to create a partnership among this triad. Students, parents, and teachers of WCA will all develop their knowledge and skills to complement each other for their common goal. Therefore, the mission of WCA is to create an environment of learning and continuous growth for students, parents, and teachers to reach their highest potential—intellectually, socially, emotionally, and physically. Wisconsin Career Academy has a three-fold plan to achieve this mission.

For students: A rigorous math and science curriculum, science projects and fairs, preparation for and active participation in national contests, communication and leadership development programs, and cooperation with area universities are key elements of WCA's student-centered educational program. Individual attention in the form of one-on-one tutoring, counseling, and individualized goals is key to motivating students.

For parents: Seminars, panels and training sections by professionals for effective parenting and leadership will be a part of WCA's educational program. In addition, meetings for reviewing student performance, goal achievement, and educational development will bring together parents, teachers, and administrators. Wisconsin Career Academy promotes the School for Parents concept for parents of its students. Guest speakers will offer courses on childhood development, the working mother and her child, problem-solving techniques, physiological changes in teenagers, common parent attitudes, difficulties in husband–wife relationships, how

to interact with children effectively, sexual education of children, parents' role in maximizing the school achievement of their children, and adaptive and behavioral deficiencies in children.

For teachers: Through branch development groups the teachers of WCA will be able to stay current with the advances in their subject matter and the school will develop a high standard of teaching competencies. Branch development group will increase teacher effectiveness so that they can engage and motivate students to investigate their talents, energy, and enthusiasm in completing their schoolwork.

Excellence, equity, and choice are the three main criteria that shape the educational philosophy and educational program of WCA. Interest in rigorous education crosses all demographic boundaries. Wisconsin Career Academy seeks a diverse student body and offers its students both excellence and equity in education. The school's strong academic program will reduce achievement gaps by eliminating an important cause—the insufficient mastery of basic knowledge and skills required for academic achievement.

Enterprise Charter School, Omro

Est. 2000

8389 Liberty School Road
Omro, WI 54963
Ed Hawkinson
(920) 685-7410

Omro School District
Kenneth Ochalla, District Administrator
455 Fox Trail
Omro, WI 54963-1198
(920) 685-5666

CESA 6
P.O. Box 2568
Oshkosh, WI 54903-2568
Ed Hawkinson
(920) 236-0554

The Enterprise Charter School addresses the needs of students in grades 9–12 who have exhibited a high rate of failure, truancy, behavioral difficulties, or have exited school. The individual needs of the students drive the program, with skill development in the areas of academics, personal and social skills, and employability being the major program components. The overall focus is on fulfilling home district graduation requirements and credit deficiencies, with an ultimate goal of students graduating from their home high school. All academic instruction is grounded in the State of Wisconsin Model Academic Standards.

The referral and pre-enrollment process developed to help identify candidates for the school reflects the emphasis on attention to individual student needs. Student interviews are an important part of the selection process. Final selection of students for this program is made by the charter school staff in conjunction with school teachers and administrators from participating districts. The schedule and emphasis of curricular components vary according to individual student needs. Parents and students meet with the director and staff of the school prior to enrollment in order to formulate individual learning programs.

Student outcomes also differ according to the individual needs of the students, which will be identified when they enter the charter school. Students may select to work toward an HSED, a home high school diploma, a GED, returning to the traditional school program, or entering the workforce. All students will work toward job and career skills. Credit will be awarded for successful completion of coursework. Work is considered incomplete until competencies are demonstrated. Students are given a job-readiness rating and competency certificates based on skill acquisition, as determined by pre- and post-assessment evaluations.

Each student assists in developing an individual learning plan aligned with the Wisconsin Model Academic Standards, and school officials from participating districts approve syllabi of courses taught by school staff. The majority of the school day is involved in academic tasks. These include math, social studies, reading, English, pre-vocational skills, physical education, health, art, and music. In some cases it is necessary to teach specialized skills such as spelling to enable the student to return to a high

school program. Instruction is both group-oriented and individualized and aimed at each student's level of academic functioning. High school credits are earned and awarded according to standards set by the home high school.

Accelerated learning for students deficient in credits or coursework is facilitated by the Portable Assisted Study Sequence (PASS) curricula, a semi-independent study program that assists at-risk high school students in accruing credits to meet promotion and graduation requirements. Direct instruction is utilized for reading and language arts to improve the reading and writing skills of students enrolled in the charter school.

In order to ensure that students are able to effectively integrate their academic and vocational skills in real-life situations, the Enterprise Charter School emphasizes vocational and lifetime activities to develop socially responsible behavior in the community. Vocational activities are available for students enrolled in the charter school. These activities include volunteer work, work experience, and work study, depending on the student's strengths and weaknesses. Jobs include: maintenance; outdoor work for public or nonprofit agencies such as cleanup, site development, and clearing for the DNR and the county; elderly assistance; and visits to businesses for career development.

Students enrolled in the Enterprise Charter School often encounter difficulties in the transition to adult life. Many are unable to engage themselves in constructive activities. Therefore, the charter school provides experience in a variety of lifetime activities, such as hobbies, organizations, and sports, that students can enjoy throughout their lifetimes.

Richard I. Bong Memorial Academy, Poplar

Est. 2000

P.O. Box 313
Poplar, WI 54864
Mike Murray
(715) 364-2766

Maple School District
Gregg Lundberg, District Administrator
P.O. Box 188
Maple, WI 54854
(715) 363-2431

CESA 12
618 Beaser Avenue
Ashland, WI 54806
Jim Lee
(715) 682-2363, Ext. 124

The Maple School District has approved a charter to establish an alternative education school in the former Richard I. Bong Memorial Elementary School located in the village of Poplar, Wisconsin. This school will serve 30 at-risk youth in grades 7 and 8 from the Maple, Solon Springs, and Superior School Districts. Two teachers and a teacher assistant will staff the school. CESA 12 will manage the school through a purchase of service agreement approved by the three districts. The charter school began operation on September 5, 2000 as the Richard I. Bong Memorial Academy.

The Richard I. Bong Memorial Academy will use natural and historical resources to create an alternative education curriculum for at-risk youth residing in the Douglas county area. Richard I. Bong, a Poplar resident, was a WWII aviator and war hero who exemplified excellence and service to his country and community. His legacy is a theme in the citizenship and social studies components of the curriculum while the field of aviation provides an abundance of applied learning activities in math, science, and geography. The shores of Lake Superior, the Poplar River, and three school forests will provide students field experiences and hands-on learning activities connected to science and environmental education. Instruction at the Richard I. Bong Memorial Academy will be thematic, project based, individualized, self-paced, and applied. Learning will take place in the classroom, in cyberspace, outdoors in the natural environment, and in the community. Assessment will be based on observation, demonstration, and presentation. The Richard I. Bong facility will be equipped with a computer lab and a technology lab to provide the needed tools to implement the curriculum and create the desired learning environment.

Aviation and Environmental Studies will be taught during a block each afternoon. Students will be divided into two teams. Teams will rotate between the labs weekly. Within walking distance of the facility are the resources of the Poplar River and a school forest. Other natural resources include Lake Superior, two more school forests, and the Chequamegon National Forest. Located within a half-hour drive from the school are facilities to provide field study experiences such as an air national guard base, an international airport, an aircraft manufacturer, the Richard I. Bong Museum, and the UW Lake Superior Research Institute.

In the aviation lab, students apply skills and use technology related to the aviation industry. A weather station, an avionics technology module, a flight simulator and flight planning software will give students hands-on experiences. Field trips to the Federal Aviation Administration control tower, the international airport, Cirrus Aircraft Manufacturers, and the air national guard base will accent the curriculum. Students will develop daily weather reports, create flight plans, build model air planes and test flight dynamics, learn how a barometer and an altimeter and other flight technology are used, simulate air traffic control problems, launch rockets, and simulate flight experience using a flight simulator. Students will visit the Richard I. Bong Museum and develop an online Web-based virtual museum of the "ace of aces" life experiences. In addition, students will learn first aid and conduct research into the criteria for them to obtain an airman's first class medical certification.

The Environmental Studies lab will include science technology and module kits such as environmental management and waste management. Students will be trained to use a variety of technology and equipment to complete the projects identified in the curriculum. A service learning instructional method will be used to engage students in identifying needs, investigating solutions, determining an action plan, evaluating outcomes and reflecting on impact. These projects will provide field experience for our students.

McKinley Middle Charter School, Racine

Est. 2000

2340 Mohr Avenue
Racine, WI 53405
Ron Bode
(262) 664-6150

Racine Unified School District
Dennis McGoldrick, District Administrator
2220 Northwestern Avenue
Racine, WI 53405
(262) 635-5600

McKinley Middle Charter School (MMCS), a public sixth- through eighth-grade school within the Racine Unified School District, is an intercity school with a population of approximately 1,100 students and 80 staff members. The school was granted charter status according to Wisconsin Stats. 118.40 beginning in the 2000-2001 school year as an instrumentality of the district. The main mission of MMCS is to integrate the philosophy of Systems Thinking with the concept of sustainability to all of its staff and students. The makeup of MMCS's student population remains essentially the same. The schedule, curriculum, team organization, advancement criteria, philosophy, and governing body are significantly different from other schools within the district. McKinley Middle Charter School requires strong community involvement from all students. The curriculum is centered around community service and research that fosters the concept of Sustainability within the staff, students, and their community. Once a week, on Breakout Friday, the staff and students, working with local and state businesses and organizations, are engaged within the community collecting and analyzing data that connect to indicators of Sustainability. High levels of accountability and empowerment in our parents, teachers, and students is one of the cornerstones of the program.

The sixth grade is divided into three teams of approximately 110 students each. All seventh- and eighth-grade core teachers are on one of five interdisciplinary teams consisting of approximately 135 students with a mixture of seventh- and eighth-grade students whom they will have for two years. Where feasible, MMCS combines sixth-, seventh-, and eighth-graders within elective blocks. This scheduling approach eliminates many present scheduling problems, decreases the number of different preparations that many teachers have, and brings a closer unity among all of MMCS's students. Other benefits of blocking or grouping the seventh- and eighth-graders on teams is the possibility of peer tutoring and improved monitoring of each student during the course of their middle school years. MMCS has a seven-period day with 55-minute periods. Sixth-grade students have their core classes on Friday mornings and have electives, clubs, and activities in the afternoon. There is no regularly scheduled school that day for seventh- and eighth-graders.

On Fridays the community is MMCS's classroom for these students. Also, all field trips, disciplinary meetings, student scheduling, community service, mentoring, school-to-work initiatives, staff in-service, advocacy activities, student community research, club activities and trips, and so forth are scheduled for that day. This scheduling concept allows MMCS's upper-level teams (seventh- and eighth-grade student groupings) to pursue the vital volunteer and research aspect of the Sustainability model it is initiating. It also maximizes student contact time during the first four days of the week by eliminating many classroom disruptions. Fridays are also used for assisting any seventh- and eighth-grade students who are experiencing difficulty with the material covered that week or who have not finished their assigned work for that week. These students are scheduled to attend school until noon on Friday and have the opportunity to work within a significantly smaller class size to obtain the individual support many of them need. MMCS hopes that this will act as a stopgap measure, preventing these students from falling through the academic cracks. Parents of these students are also invited to assist with their son or daughter's progress during the Friday catch-up sessions.

MMCS is expecting to raise the bar for all its students, addressing the needs of our at-risk population as well as those students classified as gifted and talented. Elective teachers at MMCS have Friday mornings to team plan, design curriculum, attend parent conferences and workshops, assist on field trips, sponsor clubs for seventh and eighth grades, and so forth, and all core teachers have Friday afternoons to do similar activities.

The REAL School, Racine

Est. 2000

1220 Mound Avenue
Racine, WI 53404
Al Clausen/Willie Maryland
(262) 635-7960

Racine Unified School District
Dennis McGoldrick, District Administrator
2220 Northwestern Avenue
Racine, WI 53405
(262) 635-5600

The Racine Educational Alternative Learning Experience (the REAL School) represents the creation of a family with the purpose of stimulating lifelong emotional, mental, and physical development. With respect to the principles of lifelong learning, all family members of the REAL School are considered valuable assets to the learning environment for their entire life. It is a goal of the REAL School to grow with the energy of our youth, to utilize the resources of our graduates, and to change with the wisdom of our age.

The REAL School believes that the strongest affirmation of respect for teachers and their ability to educate is to maintain the rights and privileges currently held by Racine Unified School District (RUSD) teachers. The REAL School philosophy of lifelong learning respects the maturation level of its students. Additionally, The REAL School philosophy respects

the need for flexibility in determining how students of various intelligences and ability are best served. In order to accomplish its goal of creating lifelong learners, the professional teachers serving The REAL School must have the same protections provided to all RUSD teachers involved with shaping young minds.

For the students who have fallen between the educational cracks of our system, we need to help them explore ways to becoming that qualified human productive adult that we would like them to be. We also need to offer alternative ways of satisfying curriculum demands through demonstration and portfolio assessment, meaningful assignments, and learner expectations in attendance, academics, and performance areas. While providing a meaningful curriculum, we need to provide exhibition of mastery at all levels for every learner.

We plan to provide REAL learning in a REAL environment that fosters tutoring and mentorship as a viable means to an end. As educators with experience, we know what the state expects, what the school district demands, what colleges look for, and what the community needs. We also know that it is the affective part of a learner's day that greatly motivates the learner. To this we will work to achieve the districts goals in our students.

Using district materials and a supported district curriculum, we work in the REAL school to provide a strong alternative program that tailors meaningful assignments to individuals and challenges students to think and apply academic learning to real-life problems. Every student will be linked to an adult teacher/mentor and a student tutor in different academic areas of need, and report regularly to a codirector.

The REAL School three-year contract had us beginning with a minimum of 44 students and 6 teachers. We are currently serving 51 students. For the 2001-2002 school year we will add another 100 students to our current population for a total of 150 students and 11 teachers. While our contract does not require us to grow, our proposal is written to allow us a maximum student body of 300 keeping the same student-staff ratio. Our site allows the expansion as well. Given the interest from our community, we will have no problem growing to 300 students for the 2002-2003 school year.

Comprehensive Learning Center, Richland Center

Est. 2000

1350 Peebles Drive
Richland Center, WI 53581
Tom Shields
(608) 647-9177

Richland School District
Rachel Schultz, District Administrator
125 South Central Avenue
Richland Center, WI 53581
(608) 647-6106

The Comprehensive Learning Center provides meaningful educational experiences for students with the most severe school adjustment problems. All the qualified students are unable or unwilling to successfully function within the traditional school setting, even with the provisions of special education and pupil services. The majority of these students are no longer attending school, and the few that are have become destructive to the educational environment and will soon leave school unprepared to function as successful adults. The majority of these students are victims of social and political decisions, ineffective parenting, trauma, or an educational setting not prepared to deal with their unique needs.

All identified students come from a world of minuses. They have experienced few cultural opportunities and have had little support for self-improvement, leaving the students with skill deficits and ineffective habits of the mind. They have a limited understanding of what is necessary to succeed academically, financially, and socially. Very few of these students are hard-core belligerent individuals.

A concerned and talented high school instructional staff perceives themselves as being caught between society's expectation that school provide rigorous educational challenges and the teacher's desire to provide appropriate educational learning experiences for their students.

The Comprehensive Learning Center is a separate facility from the high school providing a safe, nurturing educational environment and personalized nontraditional instruction to high-risk students. Students' needs are addressed individually rather than having all students receiving the same instruction. Curriculum will rely heavily on students' input and will emphasize skills (competency-based classes) over seat time, and discovery over lecture and bookwork. Problem-solving, goal-setting, and transition to adult life will be infused into each day.

The school is open to all students enrolled in the Richland School District, regardless of gender, race, national origin, religion, or disability. Staff serve as instructors, mentors, motivators, and counselors. The Comprehensive Learning Center curriculum is designed to develop student's cognitive growth (schooling) and also the student's social/emotional and intellectual growth (education), resulting in the students becoming successful productive members of our society.

The program addresses the complex needs of the students as learners and as human beings. Multi-agency services will be coordinated by an instructor to address the student's family and educational needs in drug and alcohol use, anger, aggression, depression, grief, criminal acts, domestic violence, child abuse, neglect, parent absenteeism, family dysfunction, economic hardship, crisis situation, health care, students' views toward education and learning, and so forth. The traditional high school assumes student compliance with behavioral and academic standards. The Learning Center must promote these values, build on relationships, and recognize the destructive school cycle of unwelcome demands, which invites retaliation, which results in consequences, which leads to conflict, rejection, hostility, and school failure.

Each day begins with discussion group activities providing students the opportunity to process anger and ready the students for the day's learning. During group, students solve real-life problems, exploring their experience and belief systems as they become aware of errors in their thinking. Students are encouraged to recognize that feelings become thoughts, thoughts become words, words become actions, actions become habits, habits become character, and character results in the student's destiny.

E*X*C*E*L* Charter School, South Wayne

Est. 2000

P.O. Box 303
South Wayne, WI 53587
Robert McNallie
(608) 439-5444

School District of Black Hawk
Thomas I. Wilkins, District Administrator
P.O. Box 303
South Wayne, WI 53587
(608) 439-5400

Mission Statement: Provide an alternative educational environment that is committed to meeting individual needs by enhancing students' self-respect through accountability, community involvement, and academics.

The E*X*C*E*L* Charter School employs a multi-grade, cooperative learning approach to education. It was founded with the idea that kids learn best when they are actively involved in the process. This school accepts students for grades 5-12 and is open to all types of learners. The only stipulation is that the child be willing to work independently toward agreed-upon goals. Students must apply to the school and are accepted after an interview with both student and parents. The charter limits enrollment to 12 full-time students and there are currently 16 students on a full- or part-time basis.

The school is housed on the top floor of the elementary school building in the Black Hawk School District. It is comprised of one main classroom and two smaller study areas. It is fully connected to the Internet through the school computer network and the students have access to computers on a regular basis. The student-to-computer ratio is better than two to one.

The students are divided into two areas in terms of instruction. The middle school students receive direct instruction in mathematics, science, and social studies via the lead teacher and are at school every day from 12:00 P.M. to 3:30 P.M. The work is usually done in small groups and assessment is done mainly through projects, presentations, or other alternative methods. The exception is in mathematics where the Connected Math Program, which includes more traditional assessments, is used. The middle school students receive the majority of the teacher's attention when they are at school.

The high school students attend E*X*C*E*L* for specific blocks throughout the day as the regular high school uses block scheduling. Therefore, the charter school serves as a school within a school for the high school students. The students work independently to complete credits in predetermined areas. These areas may be of special interest to the student, or areas necessary for graduation. Classes not offered in the regular high school, such as Latin, can be completed through national independent study programs. Options for accelerated learning are also available. The tasks to be completed are discussed and agreed upon by the teacher, student, and parents at the beginning of the semester and take the form of a contract. Students must complete all agreed-upon work to the teacher's satisfaction in order to receive credit for the class. Students have the option of earning credits toward a regular Black Hawk High School diploma or toward an E*X*C*E*L* Charter School diploma.

In accordance with our goal of active learning, we try to get outside the classroom as much as possible. We are involved in testing water in a local creek, and try to incorporate field trips as much as possible to enhance learning for the students. As part of our schoolwide study of the court system, we acted out a mock trial in the classroom, and then went to view an actual Wisconsin Supreme Court case being argued. This was followed up with a meeting with Supreme Court Justice William Bablitch. We have also visited the archive room of the Wisconsin Veterans museum as part of a project writing civil war journals for a statewide contest. One of our students competed in a statewide stock-trading competition as part of his study of economics. He was awarded first prize for our region of the state.

In an effort to build a better sense of community and teamwork we have daily group meetings. Our goal is to develop the social as well as academic skills of our students. We believe that a safe, supportive environment is vital to the success of our students and the development of the whole child.

Sparta Charter Preschool

Est. 2000

506 North Black River Street
Sparta, WI 54656
Lisa Snyder
(608) 269-7318

Sparta Charter Preschool presently services 72 four-year-olds, with approximately 50 percent of them at-risk. The neediest at-risk children (26) attend the Title 1 district preschool program, but will become part of the charter next year when the program expands. The 72 children attend either the Creative Choice program or the Montessori program. Two sessions are offered, one in the morning from 7:45 to 10:15 A.M., and the other

Sparta Area School District
Marlin Phillips, District Administrator
506 North Black River Street
Sparta, WI 54656
(608) 269-3151

in the afternoon from 11:45 A.M. to 2:15 P.M. There are approximately 18 children in each session.

Sparta Charter Preschool's program targets the at-risk child, giving them first priority for entry into the program. Subsequently, a lottery was used to fill additional slots until full enrollment was reached. At present, there is a waiting list of 10 students for the program.

Both Creative Choice and Montessori programs offer a holistic approach to the child's development that forms the basis of the district's preschool curriculum; that is, one which focuses on the social as well as academic and creative nature of the child. In addition, the curriculum includes a family-style meal component, giving teachers the opportunity to model good manners and etiquette at the table. Developmentally appropriate fine motor activities, creative play centers, and problem-solving challenges, as well as songs, finger plays, and gross motor movement play time is all part of the regular programming of Sparta Charter Preschool. Sharing, following directions and rules, sense of routine, and stating wants and needs in words are all part of the kindergarten readiness skills practiced in the program. Academic components include letter and number recognition, as well as identification of shapes and colors. There is a weekly trip to the library across the street at the elementary school, where playground facilities are utilized.

During the 2000-2001 school year, the two classrooms comprising the Sparta Charter Preschool are housed at the high school, which, in itself, has presented some wonderful interfacing with the high school students. Several students have volunteered to give up their study halls to act as helpers in the classroom. The chemistry students have paired up with the preschool students to perform a petri dish test on germs. For homecoming, preschool children have been given special T-shirts to wear and asked to join the school at their pep rally. The agriculture teacher will be conducting a lesson from the greenhouse and aquarium center, and German and Spanish students will be coming into the classroom to introduce the preschool children to a foreign language. Show choir students have asked the preschoolers to attend their rehearsals, and one assistant principal has recorded children's stories for them.

The program has a very strong parent component that will continue to make the Sparta Charter Preschool very successful. Parents have the opportunity to come into the classroom and help out with various projects. For working parents, a wide variety of opportunities exists that can be completed at home and returned with their students to the preschool: Communication with parents is accommodated in a number of ways: (1) parent newsletters, (2) home/school connection sheet sent home daily in folder, (3) weekly lesson plans sent home to parents, (4) phone calls, and (5) notations in the district newsletter, *Sparta Spotlight*.

Concerned about Reaching Everyone (CARE), Stevens Point

Est. 2000

2000 Polk Street
Stevens Point, WI 54481
Connie Negaard
(715) 345-5620

Concerned about Reaching Everyone (CARE) is a charter school designed specifically for at-risk students. At-risk factors can include functioning academically below grade level, truancy, and social or emotional concerns.

The main goal of CARE is to help students succeed at Ben Franklin Junior High School by providing an alternative school program that integrates their emotional, social, and intellectual needs regardless of economic or cultural background or individual learning style.

Stevens Point Area School District
Emery Babcock, District Administrator
1900 Polk Street
Stevens Point, WI 54481
(715) 345-5444

Philosophy: The characteristics of the charter school are intended to create, promote, and sustain a caring, responsive, and quality learning environment. Collectively, these serve as a keystone to effectively supporting and serving at-risk learners and making school a desirable and motivating place for all students. Because research has found that students experience much greater success in school settings that are structured to create close, sustained relationships between teachers and students, the school personalizes instruction by keeping the same teachers with the same group of student for extended periods of time.

Design: CARE is an alternative within a large junior high school serving 45 seventh-, eighth-, and ninth-grade students in need of a smaller school environment with individualized instruction and support. Currently, the program consists of a two-hour block of time with certified teachers providing instruction for students who have been identified as having a need for additional academic support. These teachers teach in a block schedule. They not only work on sound academics but they also develop the necessary rapport, support, and nurturing environment necessary for a successful alternative program at the junior high school level. After this two-hour team-teaching arrangement, the students rotate into a regular school day schedule with required and elective courses at Ben Franklin Junior High School. They end their day with the teachers of at-risk students for a structured study time in which homework is monitored and tutoring is provided. At this time, retired-senior volunteers assist the students as tutors and mentors.

The role of the teacher in the CARE program is a different type of role. Teachers are members of planning and teaching teams rather than departmentalized, individual teachers. These same teachers serve as mentors and advocates for the students in the charter school.

Objectives: Through CARE, the involved student will:

- pass their current grade level,
- remain on track in terms of credit attainment and graduation requirements, and
- build developmental assets.

Sun Prairie Alternative High School

Est. 2000

220 Kroncke Drive
Sun Prairie, WI 53590
Emily Cornstock
(608) 834-6700

Sun Prairie Area School District
Tim Culver, District Administrator
509 Commercial Avenue
Sun Prairie, WI 53590
(608) 834-650

The main objective of Sun Prairie Alternative High School is to provide at-risk students the opportunity to earn a diploma based on the same high-quality educational standards as the regular high school using differing instructional methods and a more flexible structure. Students will ideally leave this school with the necessary technological skills to compete in today's world and with the career and life skills they need to live successful and independent lives after graduation. We also hope to assist these students in strengthening their community and family connections in order to assure a successful transition from school to work or from school to further educational opportunities.

Grade levels served by the charter school include second-, third-, and fourth-year high school students, as well as returning fifth-year seniors. First-year high school students who are at-risk will have a support mechanism built into the regular high school program available during the second semester of their freshman year.

The curriculum of the alternative school is based on state and local academic standards and aligned with the regular education curriculum. The core curriculum is focused on meeting minimum state graduation require-

ments. Students are expected to display proficiency on the WKCE and state graduation tests before a diploma is awarded.

The staff is implementing a two-layer approach to improving student performance. The first is a modification of the regular curriculum with an emphasis on individual learning styles. The second is a development of independent-study curriculum that allows students to complete credits at their own pace. Once they have completed a class, they are allowed to proceed onto another subject. Wisconsin state academic standards are used as guidelines in the construction of individualized curricula, which insures that students' educational goals are aligned with state academic standards. In addition, internal district indicators are assessed cooperatively to improve instructional practice in the classroom and subsequent student performance.

The curriculum for alternative program students supports the development of students in preparation for the adult roles of worker, citizen, and family member in a functioning society. Each student participates in the development of a Goals/Action Plan (GAP) in collaboration with their mentor. The GAP will guide the student's educational experience toward meeting the goal of graduation. Competency in employability related skills will be pursued through a career portfolio and a successful employment record. In addition, students may access elective coursework related to career goals either through the regular educational program or youth options. Personal health and life-skills learning is the focus of the health and wellness curriculum. A commitment to the concept of community will be pursued through community building curriculum and relevant service learning experiences.

Instruction in the core academics focuses on the interdisciplinary model. Much of the instructional program utilizes a constructivist approach to promote student ownership and a deeper understanding of concepts. Technology instruction is infused throughout the curriculum and is indicated by the development of computer usage skills and the ability to access information from a variety of sources. Common instructional practices include school-to-work transition, community service, and life skills. Students have an individualized program of studies that may involve small-group instruction, individual self-paced instruction, community-based experiences, and Internet-based instruction.

Vernon County Area Better Futures High School, Viroqua

Est. 2000

110 FS Drive
Viroqua, WI 54665
Wayne Sherry
(608) 637-1186

Viroqua Area School District
Wayne Sherry, District Administrator
701 Education Avenue
Viroqua, WI 54665
(608) 637-1199

Vernon County Area Better Futures High School provides an alternative for students at risk of failing or dropping out of school because of difficulties integrating into traditional programs and meeting usual behavioral and academic expectations. The students have four main goals: increasing academic achievement, developing abilities to work with others, increasing self-efficacy, that is, the ability to attain goals set out for oneself, and graduating from high school.

The school grew out of the consensus of a team of parents, teachers, and administrators from five area school districts: Viroqua, La Farge, Kickapoo, Westby, and De Soto. Also part of the team were representatives of area human services and law enforcement agencies. The team identified a growing population of high school students whose educational needs were not being met. While capable of mastering the curriculum, these students were bored or frustrated with the regular school environment, associating school with problems they couldn't overcome. Suspensions, truancy, and

expulsions for incidents of severe behavior were increasing. Structural issues identified as major challenges to student success included high student-to-teacher ratios, large class sizes requiring standardized curriculum, inflexible classroom expectations, and instructional requirements that did not reflect the learning styles and abilities of these students. However, given the right circumstances and organization, these students can be successful. Again, these are not students for whom the regular curriculum is excessively difficult. These students are at risk of failure because of difficulties responding or conforming to the regular classroom setting. They have reached the breaking point and need alternatives.

Better Futures provides an exciting, meaningful, and accessible school environment where the core academic areas are integrated into useful activities in student interest areas. The four main goals—learning, teamwork, self-efficacy, and graduation—are attained through individualized learning programs, competencies developed from state and local standards and by the student, teacher, and parent. Competency needs are combined with the long-term educational goals of the student to provide a comprehensive plan for educational progress. The school staff uses the plan to develop curricular materials and teaching strategies to assist the student in meeting their goals, and then works with the student to implement the plan. Students have a variety of learning opportunities: small-group instruction, individual projects, Internet courses, correspondence courses, job shadowing, experiential learning, distance learning, and other educational opportunities developed by the student as needed to meet the goals in the independent learning plan. Learning also occurs through project-based, interdisciplinary, and hands-on experiences. The school has modified hours of operation, Monday through Thursday from 3:30 to 7:30 P.M., that allow for-credit work and community experiences to occur. The school approaches behavioral issues in such a way as to facilitate the social and emotional growth of the students. Conflict resolution, prevention, and independent living skills are also taught. Educational and behavioral progress is evaluated quarterly via state assessments, portfolio reviews, attendance, credit accrual, and numbers of community activities and disciplinary referrals. Longitudinal assessment of progress also occurs one, three, and five years after graduation.

Jefferson County Alternative School, Watertown

Est. 2000

131 Hall Street
Watertown, WI 53094
Joan Meidel
(920) 262-1480

School District of Jefferson
R. Scott Pierce, District Administrator
206 South Taft Avenue
Jefferson, WI 53549
(920) 675-1010

Jefferson County Alternative School (JCAS) educates students in grades 9–12. Enrollment targets are set at five to seven students per site. The staff-to-student ratio has been established at no greater than one to seven. Students enrolled in the program may earn credits toward graduation from the sending school district. The JCAS does not issue a diploma.

At JCAS the curriculum is composed of interactive technology coursework via distance education, interactive, self-directed computer software, and other materials necessary to meet individual student needs. Students may work in groups or individually, depending on the parameters identified in each student's Personal Career Plan.

Via distance education, coursework will be available to students to assist them in completing graduation requirements of the sending school district. High school credits may also be earned using interactive computer software, all of which is aligned with Wisconsin academic standards. The number of credits a student earns will be determined by the number of modules successfully completed.

CESA 2
448 East High Street
Milton, WI 53563
Karen Sanders
(608) 758-6232, Ext. 316

Jefferson County Alternative School is designed around specific program objectives that re-engage students in the learning process and help them realize that education is practical and functional to everyday living. Alternative approaches to instruction are key. When the student enters JCAS, a Personal Learning Plan is created as a joint effort between the student, parents, and school staff from the sending district and the charter school staff. The Personal Learning Plan is developed at the district level prior to the student enrolling at JCAS. The Personal Learning Plan includes such information as credits earned, credits needed, personal learning style, career interests, IEP goals (when appropriate), involvement with HSED (when appropriate), and a commitment by both the student and their parent to the program. The plan serves as the goals and objectives for the school year and the transition plan for the educational opportunities that will assist the student in returning to the sending district and/or earning a high school diploma. The Personal Learning Plan forms the foundation for the student's portfolio. Materials included in the portfolio include the educational requirement contract from the sending district, the JCAS policy booklet, learning styles inventory, testing results, documentation of successful completion of modules for course credit, and other information as determined by the student's Personal Learning Plan. Portfolios are shared with a team consisting of JCAS staff, parents, sending school districts, and JCAS students. The portfolio process is based on a self-advocacy model that calls for the learner to take a direct role in defining and reaching their educational goals.

Jefferson County Alternative School strives to establish an environment that is separate and distinct from the student's regular school setting. The school attempts to adapt itself to the individual needs of each student. Of vital importance to a more enriched and rewarding life is the development of a positive self-concept. The more positive students feel about themselves, the more they can use life's experiences to enhance their self-concept. Jefferson County Alternative School provides learning experiences necessary to develop positive self-worth that fosters the student's ability to achieve in all areas of life. Jefferson County Alternative School provides each student with nontraditional approaches to meet their high school graduation requirements. The overall purpose of the program is for each student to become a more responsible and productive member within our communities.

Waupun Alternative High School

Est. 2000

801 East Lincoln Street
Waupun, WI 53963
Sheri Bronstad
(920) 324-5591

School District of Waupun
Alain Holt, District Administrator
950 Wilcox Street
Waupun, WI 53963
(920) 324-9341

The School District of Waupun chartered Waupun Alternative High School (WAHS) in the Spring of 2000 and opened its doors on Monday, September 18, 2000. Located in a wing of the new Waupun High School facility, WAHS is staffed by one 1.0 FTE coordinator, two 1.0 FTE teachers, one .25 FTE counselor, and one .25 FTE school-to-work coordinator. These individuals are currently providing 22 at-risk tenth- through twelfth-grade students with instruction that addresses each student's specific educational, social, and emotional needs. The school will expand to serve 40 students in January of 2001 and will include ninth-grade students.

Waupun Alternative High School is a school of choice based on the belief that if school is challenging and fulfilling for all students, learning outcomes can and will be achieved. The hallmarks of this program are small classes, personalized education, self-paced learning, computer-assisted instruction, work- and service-based learning, accelerated credit

accumulation, and a caring and flexible environment. The goal of this charter school is to obtain a minimum 85 percent graduation rate.

WAHS students attend one three-hour classroom session five days per week from 8:00 to 11:00 A.M. or from 12:15 to 3:15 P.M. Small groups of students allow for individualized, one-on-one instruction in addition to cooperative learning and group work. During the instructional block of time, students engage in the following: computer-assisted learning and instruction through PLATO, self-paced instruction, activities designed to meet individual goals for progress, interaction with text-based materials, participation in integrated and applied projects, and discussion groups. During non-classroom time, students participate in a variety of for-credit activities, including: (1) elective classes at the high school, (2) work/volunteer/internship-based programs, and (3) organized educational field trips.

Students receive credits based on the amount of work completed and the competencies demonstrated rather than on accumulation of seat time. Grading at the school is pass/fail, and students must complete work at an 80 percent competency level to earn credit. Students' classroom and work or volunteer performance is evaluated based upon achievements in constructive learning, disciplined inquiry, higher-order thinking and problem-solving skills, and ability to transfer what they have learned to their personal lives and the world beyond the classroom. WAHS staff authentically evaluate students' progress in all subject areas and award credits based on student achievement. Students who complete the program successfully graduate with a Waupun High School diploma.

In addition to evaluating authentic learning achievements, Waupun Alternative High School staff will collect individual student data in each of the following categories and will compare results to 1999–2000 baseline data when available for each category:

- attendance,
- attitude toward and satisfaction with school,
- discipline referrals,
- participation in inappropriate behaviors,
- percentage of passing grades,
- standardized test scores, and
- number of credits earned.

Evaluation of the WAHS programs will be conducted at the end of each academic year by WAHS staff members and by an external evaluation consultant. These individuals will focus on five critical dimensions, and a corresponding series of questions to frame each evaluation dimension in both summative and formative language will be addressed at regular intervals. Specific measures of these criteria for success will be determined by the external evaluator and school staff throughout the 2000–2001 school year.

Star Bright Charter School, Wausau

Est. 2000

700 West Strowbridge Street
Wausau, WI 54401
Julie Burmesch
(715) 261-2506

Star Bright Charter School is a four-year-old kindergarten program presently serving 111 children at-risk in the areas of language and literacy. The Site Based Council of the A. C. Kiefer Educational Center, the district's Early Childhood Center, embraced community collaboration and parental involvement as their primary goals and developed a vision for early childhood in the Wausau District.

Wausau School District
Charles T. Skurka, District Administrator
P.O. Box 359
Wausau, WI 54402-0359
(715) 261-2561

Concern for the readiness of America's children to profit from school experience was expressed by the President of the United States and the National Governors' Association at their summit meeting in February 1990. The first of six educational goals outlined at the meeting was that "all children will start school ready to learn" by the year 2000. Studies by the Commission on Behavioral and Social Sciences and Education have proven that the earlier children are exposed to positive socialization and academic strategies, the more success they have in later years. It is on these premises that the Wausau School District offers this program for at-risk students.

The Star Bright Charter School Program has implemented a half-day, four-days-a-week, four-year-old kindergarten for students who are at risk in the areas of language and literacy. Following the Wisconsin state statutes the program provides at least 437 hours of direct pupil instruction and uses up to 87.5 of the scheduled hours for outreach activities. Previously, the WSD had an early childhood program for children with exceptional educational needs. We also ran a preschool program for our English as a Second Language students. These two programs were housed at the A. C. Kiefer Educational Center. Star Bright is a collaboration of these two services and developed a way to provide a choice to the families of other students in the district who have literacy and language readiness needs. A body of literature supports programs for young children from low-income families on the grounds that such programs have long-term benefits for many participants. ("Four-Year-Old and Public Schooling" S. Lubreck, *ERIC Digest*.)

Passage Middle School, Wauwatosa

Est. 2000

9501 Watertown Plank Road
Wauwatosa, WI 53226
Christy Johnson
(414) 476-2122

Hamilton School District
Kathleen Cooke, District Administrator
W220 N6151 Townline Road
Sussex, WI 53089
(262) 246-1973

CESA 1

2930 South Root River Parkway
West Allis, WI 53227-2924
Timothy Gavigan
(414) 546-3000, Ext. 422

CESA 1 has implemented a charter school designed for at-risk middle school students who need a more personalized approach to education. The students benefit from a low student-teacher ratio (six to one) and a focus on basic academic, social, and citizenship skills. The curriculum that is aligned with the Wisconsin Academic Standards is delivered through thematic interdisciplinary mini-projects facilitated by staff. In addition to the proficiency based curriculum, students are continually involved in youth service learning, career exploration, self-empowerment, and citizenship activities that are tied to thematic units. By improving basic academic skills and attaining self-empowerment we plan to reconnect students and their parents to the school setting and its value. It is the ultimate goal of Passage Middle School to successfully reintegrate students into the appropriate district educational program, where they will apply their acquired academic and social skills.

Passage Middle School is a collaborative effort of several school districts in the CESA 1 region. The Hamilton School District Board holds the charter and has contracted with CESA 1 to administer the program in all aspects of operation. Districts participating and purchasing seats in the project are Brown Deer, Hamilton, Menomonee Falls, Shorewood, Greenfield, Franklin, Cudahy, Hartford, and Wauwatosa. Passage Middle School officially opened its door to students in August 2000 after three years of planning.

Passage Middle School's purpose is to provide a meaningful alternative learning program for the identified severely disenfranchised, at-risk middle school students from multiple districts within CESA 1. The mission of the program coincides with the chartering district's mission state-

ment: "It is the mission of the Hamilton School District, a child-centered, progressive, proactive organization, to ensure maximum level of achievement for each student through a respectful and active learning environment, a rigorous, relevant curriculum, and a highly qualified, caring staff in concert with our diverse community."

This implemented program is the result of a three-year collaborative effort originally including 33 school districts in the CESA 1 area. This effort included a research study, "The Study of Educational Alternative Placement Programs for Middle School Students," conducted in 1997-1998. It also included the extensive investigation of program designs and student needs through the efforts of a Charter Middle School Planning Committee established in conjunction with the charter planning grant received through DPI in the 1999-2000 school year. This investigation and planning revealed at-risk youth as a top priority to be addressed by surrounding districts, with a focus on students at the middle school level. This study also identified that a number of "in-house" instructional and programming modifications are in place and successful for many of these students. However, it was shown that there are still a number of severely at-risk students needing a more comprehensive alternative program. With this in mind, CESA 1 established a charter school model for the autonomy and flexibility it provides that a traditional middle school program cannot.

In order to effectively service this unique population, the charter school model allows for the maximum amount of latitude needed to educate these middle school at-risk students. This student population is extremely diverse and differentiated in learning styles, academic levels, and individual needs. The freedom from many state and local regulations in exchange for accountability allows the programming to address this diversity. Moreover, the reintegration of these students back to the high school placement requires the flexibility only chartering can offer. The freedom of the charter model allows staff to tailor transition needs to each student.

Kilbourn Academy, Wisconsin Dells

Est. 2000

811 County Road H
Wisconsin Dells, WI 53965
Michael Hazelkorn
(608) 254-8004

School District of Wisconsin Dells
Sally Sarnstrom, District Administrator
811 County Road H
Wisconsin Dells, WI 53965
(608) 254-7769

The Kilbourn Academy, Wisconsin Dells' charter school, opened in January 2000 as a school within a school. The Academy serves eight at-risk high school students in grades 9-12. The charter school is located in the high school building, but is autonomous in terms of program goals, staff, and policies. One teacher runs the program with assistance from the guidance counselors and school psychologists. The program for students identified as at-risk (i.e., who are one or more years behind their graduating class in their third year of high school) operates a morning and afternoon session. Being a school within a school means that the students have use of facilities like the gymnasium, vocational laboratories, and so forth.

Kilbourn Academy provides an individualized learning environment for students who have been alienated from the traditional educational process, have exhibited a high rate of failure or truancy, or have dropped out of school. The Academy's basic premise is that all students can develop and complete a course of study that has relevance for them if they are provided with an appropriate curriculum in a caring, supportive environment. Student success is achieved through a combination of motivational and developmental curricula, small classes, a remedial academic program, and the option of work experience. Broad goals of the Academy include: (a) motivating students to develop more positive attitudes toward school, (b) improving school attendance, (c) enhancing students'

self-image, (d) providing career counseling, and (e) teaching job-seeking and job-keeping skills.

The curriculum is suited to the development of the intellectual, physical, and social capabilities of all students, regardless of past educational experiences. In addition, the curriculum is based on applied knowledge, creative problem solving, and decision making. Students, parents, and teachers cooperate to determine the student's program of study. The Academy provides students with nontraditional approaches to meet their high school graduation requirements. Academic development and the pursuit of a high school diploma are the primary components of the program. Students earn credits in core subjects using NovaNET's computer-based, online, self-paced, interactive curricula. Employability and work experience are secondary components of the program and are strongly encouraged. Students have the opportunity to work independently at their own pace.

Students are working toward a high school diploma; Kilbourn Academy students receive a Wisconsin Dells High School Diploma. Graduation requirements are currently the same as the regular high school.

River Cities High School, Wisconsin Rapids

Est. 2000

680 West Grand Avenue
Wisconsin Rapids, WI 54495
John Gruenloh
(715) 422-6360

Wisconsin Rapids School District
Dean Ryerson, District Administrator
510 Peach Street
Wisconsin Rapids, WI 54494
(715) 422-6005

The charter school serves students in grades 9–12 who are identified as at-risk. The charter school is a separate facility from the existing high schools where students can complete their education and earn a high school diploma. Initially, the charter school will serve 90 students in two half-day academic sessions of 180 minutes each. During the alternate time, when the students are not physically present at the school, there is a requirement for them to participate in work experience or community service for a minimum of 10 hours per week. The work-experience and community-service program is supervised by a certified teacher with the students establishing work and career goals that must be attained over a designated period of time. The students' employers in the community participate with the charter school in supervising and evaluating student performance.

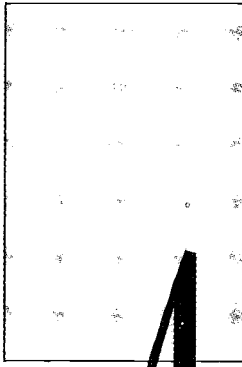
The charter school receives support services through the school district for administrative and school psychological, guidance, and counseling services. Those services are provided on a regularly scheduled basis. The school is staffed with five certified teachers, one instructional assistant, and a part-time secretary.

The curriculum for the program focuses on life skills with students meeting competency-based standards. The curriculum developed for use in the charter school is aligned with the state standards. Specific tasks are required that demonstrate competencies in the core curricular areas of language arts, math, social studies, and science. Because of the unique learning needs and interests of at-risk students, other curricular choices are available for them as well. Those choices include the PLATO computerized program addressing language arts, science, social studies, and math; project-based programs; independent study; and discussion groups focusing on specific topics. There is an opportunity for an accelerated program for older students who are severely credit-deficient, so that they may receive a high school diploma with their class.

Students are required to participate in a work-experience or community-service program. The curriculum is based in part on life skills. Students

will earn elective credit for working part of the day. Younger students or those choosing not to hold a job will earn elective credit through community-service projects in place of work experience. Community resource people will supervise students while in the community, along with a certified teacher at the charter school. Community-service resource people will also be used to implement parts of the curriculum units, units of work study, and community service.

The need to help students at risk for school and life failure is indisputable. Statistics on both sides of the positive and negative ledger unanimously attest to this. Earning power, economic stability, personal independence, self-satisfaction, and social influence are greatly enhanced by school success and the acquisition of a high school diploma.



Appendixes

- A. Teaching Requirements for Charter Schools
- B. Wisconsin Charter School Law 118.40
- C. Wisconsin Charter Schools

Appendix A

Teaching Requirements for Charter Schools

Wisconsin Administrative Code, PI 3.03(10)

(10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT.

(a) *Charter school instructional staff license.*

1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under § 118.40, Stats.
2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.



(b) *Charter school instructional staff permit.*

1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:
 - a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.
 - b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.
 - c. Except as specified under subpar. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.
 - d. An individual who holds a terminal degree in his or her field and who is a full time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full time employee of a Wisconsin technical college district board is exempt from the requirement under subpar. c.
 - e. A permit holder's practice shall be coordinated, directed and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.
2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

Appendix B

Wisconsin Charter School Law 118.40

118.40 Charter schools. (1) NOTICE TO STATE SUPERINTENDENT.

Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION.

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district.

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.
2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.
3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under § 118.01.

5. The method by which pupil progress in attaining the educational goals under § 118.01 will be measured.

6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

7. Subject to sub. (7)(a) and (am) and §§ 118.19(1) and 121.02(1)(a)2., the qualifications that must be met by the individuals to be employed in the school.

8. The procedures that the school will follow to ensure the health and safety of the pupils.

9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

10. The requirements for admission to the school.

11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

12. The procedures for disciplining pupils.

13. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING; GRANTING OF PETITION.

(a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.

2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

(c) The school board of the school district operating under ch. 119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE.

(a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2)(b)2.

(2r) OTHER INITIATIVES.

(a) In this subsection:

1. "Membership" has the meaning given in § 121.004(5).

2. "Shared cost per member" means the shared cost under § 121.07(6)(a) divided by the school district's membership.

(b) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin-Milwaukee and the Milwaukee area technical college district board may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school. A charter shall include all of the provisions specified under sub. (1m)(b) 3. to 14. A contract shall include all of the provision specified under sub. (1m)(b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the University of Wisconsin-Milwaukee may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

(c) An entity under par. (b) may not establish or enter into a contract for the establishment of a charter school located outside of the school district operating under ch. 119. A pupil residing within the school district operating under ch. 119 may attend a charter school established under this subsection only if one of the following applies:

1. In the previous school year, the pupil was enrolled in the school district operating under ch. 119.

2. In the previous school year, the pupil was attending a private school under § 119.23.

3. In the previous school year, the pupil was enrolled in grades kindergarten to 3 in a private school located in the city of Milwaukee other than under § 119.23.

4. In the previous school year, the pupil was not enrolled in school.

5. In the previous school year, the pupil was enrolled in a charter school under this subsection.

(d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in charter schools under this subsection.

(e) From the appropriation under § 20.255(2)(fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this paragraph in the previous school year and the amount of revenue increase per pupil allowed under subch. VII of ch. 121 in the current school year, multiplied by the number of pupils attending the charter school. The department shall pay 25% of the total amount in September, 25% in December, 25% in February and 25% in June. The department shall send the check to the operator of the charter school.

(3) CONTRACT.

(a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m)(b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

(c) A school board may not enter into a contract for the establishment of a charter school located outside the school district, except that if 2 or more school boards enter into an agreement under § 66.30 to establish a charter school, the charter school shall be located within one of the school districts, and if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r)(b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in § 118.153(1)(a).

(4) CHARTER SCHOOL DUTIES AND RESTRICTIONS.

(a) *Duties.* A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) *Restrictions.* A charter school may not do any of the following:

1. Charge tuition.

2. Discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(5) CHARTER REVOCATION. A charter may be revoked by the school board or the entity under sub. (2r)(b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r)(b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r)(b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under § 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) PROGRAM VOLUNTARY. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) LEGAL STATUS: APPLICABILITY OF SCHOOL LAWS.

(a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in subds. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that a charter school is an instrumen-

ality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of the school district operating under ch. 119 and the school board of that school district may not employ any personnel for the charter school.

3. Notwithstanding subd. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of the school district in which it is located to engage in collective bargaining pursuant to subch. IV of ch. 111.

(b) Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.

(8) AUDIT. The joint legislative audit committee may direct the legislative audit bureau to perform a financial and performance evaluation audit of the charter school program under this section. The legislative audit bureau shall file its report as provided under § 13.94(1)(b) by January 1, 2000.

Section note: 1993 Acts 16, 490; 1995 Acts 27, 27§9345(7); 1997 Acts 27, 238, 252; 1999 Act 9

Appendix C

Wisconsin Charter Schools

<i>Chartering Authority</i>	<i>Charter School</i>
Lance Alwin District Administrator Unified School District of Antigo 120 South Dorr Street Antigo, WI 54409 (715) 627-4355	Chrysalis Family Charter School 931 Tenth Avenue Antigo, WI 54409 (1998) Judi Ingison (715) 623-0761 Chrysalis Elementary Charter School 931 Tenth Avenue Antigo, WI 54409 (2000) Judi Ingison (715) 623-0761 Lily Community Charter School* N7526 School Road Lily, WI 54491 (2000) Sandra Gallagher (715) 484-3030

ⁿNon-instrumentality

*2000–2001 School Year

<i>Chartering Authority</i>	<i>Charter School</i>
Thomas Scullen District Administrator Appleton Area School District P.O. Box 2019 Appleton, WI 54913-2019 (920) 832-6126	Appleton Central Alternative School 120 East Harris Street Appleton, WI 54913 (1996) LuAnn Coenen (920) 832-6132 Classical Charter School 1125 East Taft Avenue Appleton, WI 54915 (1999) Jane Stewart (920) 832-4968 Appleton Community Learning Center 120 East Harris Street Appleton, WI 54913 (2000) LuAnn Coenen (920) 832-6132 Magellan Middle School P.O. Box 2019 Appleton, WI 54912 (2000) Paula Sween (920) 832-4604 Renaissance School for the Arts* 610 North Badger Avenue Appleton, WI 54914 (2000) Michael Daehn (920) 832-4104
Richard Fitzpatrick District Administrator Beaver Dam School District 705 McKinley Street Beaver Dam, WI 53916 (920) 885-7300	Beaver Dam Charter School 400 East Burnett Street Beaver Dam, WI 53916 (1995) Don Smith (920) 885-7312
Bette Lang District Administrator School District of Beloit 1633 Keeler Avenue Beloit, WI 53511 (608) 364-6017	Knight's Academy 1225 Fourth Street Beloit, WI 53511 (1999) Twyla Johnson (608) 361-3111
Thomas I. Wilkins District Administrator School District of Black Hawk P.O. Box 303 South Wayne, WI 53587 (608) 439-5400	E*X*C*E*L* Charter School P.O. Box 303 South Wayne, WI 53587 (2000) Robert McNallie (608) 439-5444
Lee P. Bjurquist District Administrator Colfax School District 601 University Avenue Colfax, WI 54730 (715) 962-3773	Academic Center—High School 601 University Avenue Colfax, WI 54730 (1998) James Kiesow (715) 962-3155

<i>Chartering Authority</i>	<i>Charter School</i>
	Academic Center—Middle School 601 University Avenue Colfax, WI 54730 (1999) James Kiesow (715) 962-3155
Thomas R. Thielke District Administrator School District of Crandon P.O. Box 310 Crandon, WI 54520 (715) 478-3339	Crandon Alternative Resource School* P.O. Box 310 Crandon, WI 54520 (2000) John Gruber (715) 478-3713
Ruthann Faber District Administrator Deerfield Community School District 300 Simonson Boulevard Deerfield, WI 53531-0288 (608) 764-8261	Deerfield Charter High School 300 Simonson Boulevard Deerfield, WI 53531-0288 (1996) Barb Noll (608) 764-8682
William Klaus District Administrator Eau Claire Area School District 500 Main Street Eau Claire, WI 54701-3770 (715) 833-3465	McKinley Charter School 1266 McKinley Road Eau Claire, WI 54703 (1995) Holly Hart (715) 839-2831
	Technology Charter School 500 Main Street Eau Claire, WI 54701 (2000) Holly Hart (715) 833-3403
Gregory Wescott District Administrator Elkhorn Area School District 3 North Jackson Street Elkhorn, WI 53121 (262) 723-3160	Walworth County Educational Consortium Alternative High School 400 County Highway H Elkhorn, WI 53121 (1999) Jerry Hawver (262) 741-8200
Dean Sanders District Administrator School District of Glenwood City P.O. Box 339 Glenwood City, WI 54013 (715) 265-4266	Transitional Skills Center* P.O. Box 339 Glenwood City, WI 54013 (2000) Jackie Steinhoff (715) 265-4266
Kathleen Cooke District Administrator Hamilton School District W220 N6151 Townline Road Sussex, WI 53089 (262) 246-1973	Passage Middle School^{n*} 9501 Watertown Plank Road Wauwatosa, WI 53226 (2000) Christy Johnson (414) 476-2122
	Operated by CESA 1 2930 South Root River Parkway West Allis, WI 53227-2924 Timothy Gavigan (414) 546-3000, Ext. 422

<i>Chartering Authority</i>	<i>Charter School</i>
Michael Richie District Administrator Hurley School District 5503 West Range View Drive Hurley, WI 54534 (715) 561-4900	Dr. Joseph Lalich Charter School 5503 West Range View Drive Hurley, WI 54534 (2000) Nancy Chartier (715) 561-4900, Ext. 309
Thomas Evert District Administrator School District of Janesville 527 South Franklin Janesville, WI 53545 (608) 743-5050	Rock River Charter School 31 West Milwaukee Janesville, WI 53545 (1998) Dan Weast (608) 743-5079
R. Scott Pierce District Administrator School District of Jefferson 206 South Taft Avenue Jefferson, WI 53549 (920) 675-1010	Jefferson County Alternative Schoolⁿ 131 Hall Street Watertown, WI 53094 (2000) Joan Meidel (920) 262-1480 Operated by CESA 2 448 East High Street Milton, WI 53563 Karen Sanders (608) 758-6232, Ext. 316
Michael Johnson District Administrator Kenosha Unified School District 1 P.O. Box 340 Kenosha, WI 53141 (262) 653-6320	Paideia Charter School Academy 5821 10th Avenue Kenosha, WI 53140 (1997) Ellen Becker (262) 658-4540 The Brompton School 1011 Washington Road Kenosha, WI 53140 (1997) Patricia Jones (262) 652-1339 Dimensions of Learning Academy* 6218 25th Avenue Kenosha, WI 53143 (2000) Diana Pearson (262) 605-6849
Barb Lundgren District Administrator Kewaunee School District 915 Second Street Kewaunee, WI 54216 (920) 388-4558	Lakeshore Alternative High School* 915 Second Street Kewaunee, WI 54216 (2000) Barb Lundgren (920) 388-3230
Thomas Downs District Administrator School District of La Crosse 807 East Avenue South La Crosse, WI 54601 (608) 789-7628	School of Technology and Arts 1307 Hayes Street La Crosse, WI 54603 (1995) Tarry Hall (608) 789-7760

Chartering Authority

Charter School

School of Technology and Arts II

1900 Denton Street
La Crosse, WI 54601
(1997)
Glen Jenkins
(608) 789-7670

Coulee Montessori

901 Caledonia Street
La Crosse, WI 54603-2616
(1998)
Harvey Witzenburg
(608) 789-7685

Medical Partnership at Lincoln**Middle School**

510 South 9th Street
La Crosse, WI 54601
(2000)
Tucky Skemp
(608) 789-7780

Alternative Education Charter School*

Central High School
1801 Losey Boulevard
La Crosse, WI 54601
Helen Perlich
(608) 789-7900

Logan High School

1500 Ranger Drive
La Crosse, WI 54603
(2000)
Larry Myhra
(608) 789-7700

Leadership Academy Charter School

2899 Highway 47
Lac du Flambeau, WI 54538
(1998)
Richard Vought
(715) 588-3838

Ladysmith Evening Alternative School

1700 Edgewood Avenue East
Ladysmith, WI 54848
(1996)
Debra Morrissey
(715) 532-5531

Badger Career Campus*

220 South Street
Lake Geneva, WI 53147
(2000)
Scott Kennow
(262) 348-2000, Ext. 2060

Richard Vought

District Administrator

Lac du Flambeau School District #1

2899 Highway 47
Lac du Flambeau, WI 54538
(715) 588-3838

Roy Jonjak

District Administrator

Ladysmith-Hawkins School District

1700 Edgewood Avenue East
Ladysmith, WI 54848
(715) 532-5277

James Gottinger

District Administrator

Lake Geneva-Genoa City**UHS District**

208 South Street
Lake Geneva, WI 53147
(262) 348-1000, Ext. 1001

<i>Chartering Authority</i>	<i>Charter School</i>
Tom Benson District Administrator Lancaster Community School District 925 West Maple Street Lancaster, WI 53813-1599 (608) 723-2175	Lancaster Academy 925 West Maple Street Lancaster, WI 53813-1599 (1997) Dennis Donar (608) 723-5163, Ext. 404
Charles Pursell District Administrator School District of Lodi 115 School Street Lodi, WI 53555 (608) 592-3851	Lodi Charter School 1100 Sauk Street Lodi, WI 53555 (2000) Elaine Plank (608) 592-3851
Art Rainwater District Administrator Madison Metropolitan Schools 545 West Dayton Street Madison, WI 53703 (608) 266-6235	Affiliated Alternatives 15 South Brearly Street Madison, WI 53703 (1995) Lynn Bailey (608) 266-6006
	James C. Wright Middle School 1717 Fish Hatchery Road Madison, WI 53713 (1995) Ed Holmes (608) 267-1144
Gregg Lundberg District Administrator Maple School District P.O. Box 188 Maple, WI 54854 (715) 363-2431	Richard I. Bong Memorial Academy^{n*} P.O. Box 313 Poplar, WI 54864 (2000) Mike Murray (715) 364-2766
	Operated by CESA 12 618 Beaser Avenue Ashland, WI 54806 Jim Lee (715) 682-2363, Ext. 124
David Schuler District Administrator Marshall Public Schools P.O. Box 76 Marshall, WI 53559 (608) 655-3466	The Fifth Dimension P.O. Box 76 Marshall, WI 53559 (1998) Sanford Swiggum (608) 655-1310
John Kammerud Acting District Administrator School District of Mauston 508 Grayside Avenue Mauston, WI 53948 (608) 847-5451	Mauston Alternative Resource School 510 Grayside Avenue Mauston, WI 53948 (1998) Dawn Nelson (608) 847-4410, Ext. 479
J. Michael Thompson District Administrator Menasha Joint School District 328 Sixth Street Menasha, WI 54952 (920) 751-5070	The School on the Lake* 1600 Midway Road Menasha, WI 54952 (2000) Phil Ertl (920) 832-5782

<i>Chartering Authority</i>	<i>Charter School</i>
Jesse Harness District Administrator School District of Menomonie 718 North Broadway Menomonie, WI 54751 (715) 232-1642	Lucas Charter School N5630 200th Street Menomonie, WI 54751 (1998) Jim Kilkenny (715) 232-1790
Steve Koch District Administrator Middleton-Cross Plains Area Schools 7106 South Street Middleton, WI 53562 (608) 828-1500	Middleton Alternative Senior High 2417 Parmenter Street Middleton, WI 53562 (1995) Jill Gurtner (608) 828-1620
David Riemer Department of Administration Director City of Milwaukee 200 East Wells Street Room 606, City Hall Milwaukee, WI 53202-3567 (414) 286-3828	Downtown Montessori Academyⁿ 2319 East Kenwood Boulevard Milwaukee, WI 53211 (1997) Virginia Flynn (414) 332-8214 Khamit Instituteⁿ 4714 West Fond du Lac Milwaukee, WI 53216 (1998) Yakini Shabaka (414) 445-0602 YWCA Global Career City Academy^{n*} 4610 West State Street Milwaukee, WI 53208 (1999) Michelle Buckingham (414) 607-1100, Ext. 226 Central City Cyberschoolⁿ 4301 North 44th Street Milwaukee, WI 53216 (1999) Christine Faltz (414) 444-2330
Spencer Korte District Administrator Milwaukee Public Schools P.O. Box 2181 Milwaukee, WI 53201-2181 (414) 475-8001	Gustav A. Fritsche Middle School 2969 South Howell Avenue Milwaukee, WI 53207-2093 (1999) William Andrekopoulos (414) 481-6720 Highland Community Schoolⁿ 3030 West Highland Boulevard Milwaukee, WI 53208 (1996) Rob Doucette (414) 342-1412 Walker International Middle School 1712 South 32nd Street Milwaukee, WI 53215-2198 (2000) Susan Apps (414) 902-7500

<i>Chartering Authority</i>	<i>Charter School</i>
	Wisconsin Career Academy^{n*} 8135 West Florist Avenue Milwaukee, WI 53218 (2000) Ibrahim Duyar (414) 393-6223
	Bruce-Guadalupe Community School^{n*} 1028 South 9th Street Milwaukee, WI 53204 (2000) John Rudella (414) 643-6441
	Westside Academy I/II[*] 1945 North 31st Street / 1940 North 36th Street Milwaukee, WI 53208 (2000) James Sonnenberg (414) 342-2157
Gary Schumacher District Administrator Monona Grove School District 5301 Monona Drive Monona, WI 53716 (608) 221-7660	Monona Grove Alternative High School 4400 Monona Drive Monona, WI 53716 (1998) Georgiana Giese (608) 221-7666
Ed Van Ravenstein District Administrator School District of Monroe 925 16th Avenue, Suite 3 Monroe, WI 53566 (608) 328-9171	Monroe Alternative Charter School 1220 16th Avenue Monroe, WI 53566 (1998) Dan Bauer (608) 328-9227
John Gaier District Administrator Neillsville School District 614 East Fifth Street Neillsville, WI 54456-2026 (715) 743-5828	Clark County Alternative Charter Schoolⁿ 501 Hewitt Street Neillsville, WI 54456 (1998) Darwin Smith (715) 743-7443 Operated by CESA 10 725 West Park Avenue Chippewa Falls, WI 54729 Nancy Forseth (715) 720-2045
Mark McGuire District Administrator School District of New Lisbon 500 South Forest Street New Lisbon, WI 53950 (608) 562-3700, Ext. 501	Juneau County Charter Schoolⁿ N11003 17th Avenue Necedah, WI 54646 (1999) John Bemis (608) 565-7494 Operated by CESA 5 P.O. Box 564 Portage, WI 53901-0564 Fred Wollenburg (608) 742-8814, Ext. 224

<i>Chartering Authority</i>	<i>Charter School</i>
David Polashek District Administrator Oconto Falls Public School District 200 Farm Road Oconto Falls, WI 54154-1221 (920) 846-4471	Oconto Falls Alternative Learning Site 320 Central Avenue Oconto Falls, WI 54154 (1998) Gregg Clark (920) 846-4455 Spruce School: A Rural Community Alternative 7904 County Road A West Lena, WI 54139-9737 (1998) Thomas Menor (920) 846-4463 Enterprise Charter School¹* 8389 Liberty School Road Omro, WI 54963 (2000) Ed Hawkinson (920) 685-7410 Operated by CESA 6 P.O. Box 2568 Oshkosh, WI 54903-2568 Ed Hawkinson (920) 236-0554 Parkview Charter School 308 West Beloit Street Orfordville, WI 53576 (1999) Candice Weidensee (608) 879-2352 Portage Academy of Achievement 2600 Woodcrest Portage, WI 53901 (1999) Dyann Miller (608) 742-1409 Eastman Community Home Organization Elementary School* Eastman Community Home Organization Eastman, WI 54626 (2000) Cynthia Coley (608) 874-4011 McKinley Middle Charter School* 2340 Mohr Avenue Racine, WI 53405 (2000) Ron Bode (262) 664-6150 The REAL School* 1220 Mound Avenue Racine, WI 53404 (2000) Al Clausen/Willie Maryland (262) 635-7960
Kenneth Ochalla District Administrator Omro School District 455 Fox Trail Omro, WI 54963-1198 (920) 685-5666	
Robert Lehman District Administrator Parkview School District P.O. Box 250 Orfordville, WI 53576-0250 (608) 879-2717	
Dan Pulsfus District Administrator Portage Community Schools 904 DeWitt Street Portage, WI 53901 (608) 742-4950	
Victor L. Rossetti District Administrator Prairie du Chien Area School District 800 East Crawford Street Prairie du Chien, WI 53821 (608) 326-8437, Ext. 4160	
Dennis McGoldrick District Administrator Racine Unified School District 2220 Northwestern Avenue Racine, WI 53405 (262) 635-5600	

<i>Chartering Authority</i>	<i>Charter School</i>
Rachel Schultz District Administrator Richland School District 125 South Central Avenue Richland Center, WI 53581 (608) 647-6106	Comprehensive Learning Center* 1350 Peebles Drive Richland Center, WI 53581 (2000) Tom Shields (608) 647-9177
David A. Paulson District Administrator School District of River Falls 852 East Division Street River Falls, WI 54022 (715) 425-1800, Ext. 103	River Falls Renaissance Alternative Charter School 852 East Division Street River Falls, WI 54022 (1999) Ed Schramm (715) 425-1800, Ext. 117
J. P. Campion District Administrator St. Francis School District 4225 South Lake Drive St. Francis, WI 53235-5941 (414) 483-7636	Horizon Academy 4225 South Lake Drive St. Francis, WI 53235-5941 (1998) Joseph Ziman (414) 339-5757
Marlin Phillips District Administrator Sparta Area School District 506 North Black River Street Sparta, WI 54656 (608) 269-3151	Sparta Charter Preschool* 506 North Black River Street Sparta, WI 54656 (2000) Lisa Snyder (608) 269-7318
Emery Babcock District Administrator Stevens Point Area School District 1900 Polk Street Stevens Point, WI 54481 (715) 345-5444	TEAMS 1201 North Point Drive Stevens Point, WI 54481 (1994) Al Pieper (715) 345-5408 McKinley Center 2926 Blaine Street Stevens Point, WI 54481 (1998) John Blader Sr. (715) 345-5421 CARE 2000 Polk Street Stevens Point, WI 54481 (2000) Connie Negaard (715) 345-5620
Tim Culver District Administrator Sun Prairie Area School District 509 Commercial Avenue Sun Prairie, WI 53590 (608) 834-6500	Dane County Transition School* 2326 South Park Street, #208 Madison, WI 53713 (1998) Judy Henderson (608) 250-5210 (608) 550-6231 (Pager) Sun Prairie Alternative High School* 220 Kroncke Drive Sun Prairie, WI 53590 (2000) Emily Comstock (608) 834-6700

<i>Chartering Authority</i>	<i>Charter School</i>
Al Lindstrom District Administrator Trevor Grade School District 26325 Wilmot Road Trevor, WI 53179-9701 (262) 862-2356	Trevor Accelerated Program 26325 Wilmot Road Trevor, WI 53179-9701 (1998) Barbara Sander (262) 862-2356
Paul Haubrich Charter School Program Director University of Wisconsin-Milwaukee P.O. Box 413 Milwaukee, WI 53201 (414) 229-5679	Milwaukee Academy of Science^{n*} 2000 West Kilbourn Avenue Milwaukee, WI 53233 (2000) Diane Teeter (414) 933-9520
Gregg Mowen District Administrator Verona School District Area 700 North Main Street Verona, WI 53593 (608) 845-6451	Core Knowledge Charter School 740 North Main Street Verona, WI 53593 (1996) Gregory Anderson (608) 845-4961 New Century School 401 West Verona Avenue Verona, WI 53593 (1995) Michelle Nummerdor (608) 845-4900
Wayne Sherry District Administrator Viroqua Area School District 701 Education Avenue Viroqua, WI 54665 (608) 637-1199	Laurel High School 220 South Main Street P.O. Box 431 Viroqua, WI 54665 (1999) Renee Baker (608) 637-8486 Vernon County Area Better Futures High School* 110 FS Drive Viroqua, WI 54665 (2000) Wayne Sherry (608) 637-1186
David Poeschl District Administrator Waupaca School District 515 School Street Waupaca, WI 54981-1658 (715) 258-4121	Waupaca County Charter Schoolⁿ 160 North Washington Street Iola, WI 54945 (1998) John Bemis (715) 445-2261 or (608) 742-8814, Ext. 239 Operated by CESA 5 626 East Slifer Street P.O. Box 564 Portage, WI 53901-0564 Fred Wollenburg (608) 742-8814, Ext. 224

<i>Chartering Authority</i>	<i>Charter School</i>
Alain Holt District Administrator School District of Waupun 950 Wilcox Street Waupun, WI 53963 (920) 324-9341	Waupun Alternative High School* 801 East Lincoln Street Waupun, WI 53963 (2000) Sheri Bronstad (920) 324-5591
Charles T. Skurka District Administrator Wausau School District P.O. Box 359 Wausau, WI 54402-0359 (715) 261-2561	Star Bright Charter School 700 West Strowbridge Street Wausau, WI 54401 (2000) Julie Burmesch (715) 261-2506
Sally Sarnstrom District Administrator School District of Wisconsin Dells 811 County Road H Wisconsin Dells, WI 53965 (608) 254-7769	Kilbourn Academy 811 County Road H Wisconsin Dells, WI 53965 (2000) Michael Hazelkorn (608) 254-8004
Dean Ryerson District Administrator Wisconsin Rapids School District 510 Peach Street Wisconsin Rapids, WI 54494 (715) 422-6005	River Cities High School* 680 West Grand Avenue Wisconsin Rapids, WI 54495 (2000) John Gruenloh (715) 422-6360



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